

*The National*

# PARENT-TEACHER

FORMERLY CHILD WELFARE

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*Magazine*

THE ONLY OFFICIAL MAGAZINE  
OF THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS

*December 1935*  
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# FUEL

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### NOTE TO MOTHERS

Children like the refreshing flavor of Ipana so much that, with Ipana in the bathroom, you will not have to tell them to clean their teeth!

# IPANA Tooth Paste



# The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

NO. 4

DECEMBER • 1935

## C O N T E N T S

**T**HE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

### CHILD WELFARE

To promote child welfare in the home, school, church, and community

### PARENT EDUCATION

To raise the standards of home life

### LEGISLATION

To secure adequate laws for the care and protection of children

### HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

### EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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# CONCERNING CONTRIBUTORS

**F**OR a long time WINIFRED RICHMOND has been dealing intimately with the emotional problems of boys and girls in their teens. She has based her article, on "The Rebellious Adolescent," on this experience. Dr. Richmond is a psychologist at St. Elizabeths Hospital, Washington, D. C. She has taught at George Washington University and at the University of California.

"The School Doctor States His Case" is by the president of the New York State Physicians Association, HAROLD H. MITCHELL, M. D., who should have diagnosed this case pretty thoroughly. Dr. Mitchell is school physician at Freeport, Long Island, and is secretary of the Committee of School Health of the American Academy of Pediatrics. For a number of years Dr. Mitchell has been a member of the Advisory Committee on the Summer Round-Up of the Children, for the National Congress of Parents and Teachers.

HELEN C. DAWE, the author of "Shopping Notes for Santa Claus," received her A.B. degree from Smith College and her M.A. from the University of Minnesota. She was associated with the Institute of Child Welfare there for a time. In the summer of 1934 she served as headquarters worker in the emergency nursery school division of the FERA. She is now head teacher of the four-year-old group of the preschool laboratories at the Iowa Child Welfare Research Station. Articles by Miss Dawe have appeared in several magazines.

Parents, educators, engineers, and eyesight specialists will watch with a great deal of interest the effects of the rooms at Horace Mann School, in New York, which have been painted, equipped, and lighted with the conservation of pupils' eyesight as a goal. HUGH GRANT ROWELL, M. D., physician to Horace Mann School, has worked closely with engineers on the specifications for these rooms. In his article on

"Turning the Light on School Lighting," he tells something of what has been done there and in other schools in other parts of the country in order to provide sufficient light for class-work. He also tells, of course, why this should be an important consideration of parents and school officials, and how eye conservation may be effected in classrooms at low cost. Two years ago Dr. Rowell wrote, with Olive Grace Henderson, a valuable book called *Good Eyes for Life*.



John W. Studebaker

The Parent Education Study Course article this month is on "Money Management in the Home," a subject very important to the welfare and happiness of "The Progressive Home." It is written by FLORENCE BARNARD who, during her fifteen years of study of the subject and five years of practical experimentation in the Brookline, Massachusetts, schools, evolved the "Money Management Method" which she describes in the article and which

is further elaborated in the volumes under that title which are reviewed in this month's "Bookshelf." Miss Barnard's work has attracted nationwide attention because of its unlimited possibilities for contributing to human betterment. She is now educational director of the American Association for Economic Education, which has its headquarters in Boston.

Although she has written numerous articles on travel, "Twas the Month Before Christmas" is CLARE GERRY's first article in a magazine of this type. We know you'll like it. It was because we were so enthusiastic about her description of the observance of Christmas in her home that we asked her to write about it so that mothers might gain some helpful pointers from it. It goes in the section "For Homemakers" for obvious reasons.

The United States Office of Education has been making such an extensive study of "youth problems" that the NATIONAL PARENT-TEACHER MAGAZINE felt that parents and teachers throughout the country should know more about the needs of youth today and how they may be met. We are naturally proud to present an editorial on "Planning a Permanent Program for Youth," by JOHN W. STUDEBAKER, United States Commissioner of Education. Dr. Studebaker has been closely identified with the interests of the National Congress of Parents and Teachers, having served as chairman of its Education committee and as a member of its Executive committee.

FRANCES WHITE, who wrote "Christmas for the Children," frequently sends her charming poems to this magazine. She lives in Helena, Arkansas, by the Mississippi with levees, cotton fields, and cypress swamps all around. Her four children like it better than a city, where they used to live.

REVAH SUMMERSGILL is another mother whose poems we have published before. You will enjoy her "Winter Song."

## If You Are Interested In . . .

The Preschool Child, see pages 10, 17.

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# The President's Message



## Christmas Carols to You

CHRISTMAS carols are a part of one universal celebration. Children learn the lovely old ones in school; every hymnal carries them; some rare and ancient carols live only in the hearts of very aged men and women. But we all love them. Some communities sing them around a lighted Christmas tree in a city park or a village square, and some confine them to church services; but nowhere do they seem more like the voices of the angels over Bethlehem than when bands of singers, old, young, or middle-aged, go from house to house where there are invalids or lonesome souls, and sing from out the darkness of the night.

One of our members has written to me suggesting that the Congress make the singing of carols one of its projects. Let us try it and see if the throb of pleasure that we give and receive in the doing will not make Christmas even more of a day of giving to all of us. Our National chairman of Music has urged it and every group of Mothersingers or Fathersingers will find that the community will be the happier for the contribution of such leadership, for many will join in if some one will lead.

This is a priceless gift that can be given by any one without price, a gift that will fill the air with the joy of this blessed day.

A handwritten signature in cursive script, reading "Mary L. Langworthy".

President,  
National Congress of Parents and Teachers.





ILLUSTRATIONS  
BY RUTH STEED

**Perhaps the Most Difficult  
Stage in the Adolescent Period  
Is in the Change from Carefree  
Childhood to the More Serious  
Business of Being Grown-Up**

*The*

## **REBELLIOUS**

A SHORT time ago there came to my attention a boy of seventeen, a well-developed, manly fellow, who had come east from his home in the Rockies to enter college. He was well prepared, bright, and studious. A week after matriculation he suddenly "blew up," began laughing and singing and talking foolishly. It was necessary to remove him to a hospital for mental observation, and there, when he grew a little better, he told me of a fancy which was bothering him. The fancy recalled an experience under ether, which he had taken the year before, that he could not now get out of his mind. He felt himself whirling around a center which seemed to be an upright post; faster and faster he went, getting farther and farther away from the post until he seemed to be going so fast that motion became rest, and slowly he began to return over the path that he had come. He could see the post again and was rapidly approaching it. Suddenly he discovered that instead of a post to which he was tethered, the silent upright object disclosed itself as—his father; and he began again the wild whirling outward, only once more to be brought to rest and to resume the journey backward to where his father stood.

This boy's fanciful experience typifies very well what actually takes place, consciously or unconsciously and under various disguises, in the life of every adolescent boy or girl. What is the meaning of this phenomenon? Is it anything that, as parents, we can prepare for or prevent, and indeed is it even desirable to prevent it? Perhaps never in the history of the race—certainly not in the recorded history—has there been such a widespread recognition of the adolescent as an individual and a wish to accord him as much latitude as possible in developing his own ideas, tastes, and attitudes. If this is true, why then is youth still rebellious? Why must it so often feel itself tied, and struggle against the parents who, in the majority of instances, are so eager to sacrifice themselves for the child's

# ADOLESCENT

by Winifred Richmond

good and for his future welfare?

The answer to these questions forms one of the most interesting chapters in the psychology of human relationships.

Think for a moment of the newborn child. He comes into the world with infinite potentialities of development, but with little more. He is the most helpless of creatures, for many months, and even years, absolutely dependent upon the will and resources of his family for everything—food, clothing, shelter, love, habits, and mental attitudes. From his family he receives physical comforts and the satisfaction of his bodily desires; from them he learns what is good and bad, right and wrong; and toward them he directs the rising tide of his affections. He is one of them—an intimate, integral part of the family, bound to it by ties that are almost mystical in their invisible strength. Now, if parents were perfect, and if children had no individuality of their own, we might expect them to develop without friction into anything we wished. But parents are merely human beings, with faults and foibles and the remnants of their own parents' mistakes in their upbringing. And children, even babies, are strongly endowed with personality. So that, instead of a simple potter-and-clay situation, as is often implied, we have an extraordinarily complicated one, in which exceedingly complex personalities, in the shape of father and mother, brothers and sisters, perhaps grandparents, aunts, uncles, cousins, and other relatives, are reacting upon the child, who in turn develops attitudes and reactions toward them.

There are two aspects to the parent-child relationship: first, there is the love aspect; and second, the aspect of dependence. Normally, the child's first love goes out to its parents—to the mother first, and somewhat later to the father. It is a childish, bread-and-butter sort of love, but it has in it all the elements of his later love relationships. The baby is jealous of anything that interferes with his possession of the loved parent, and angry with any-

thing that threatens harm to her. Nor is his love unmixed with hate, because often the loved one must thwart his desires, must take away his pleasures or inflict pain upon him in the natural processes of his training. As he grows older and the moral pressure of the school and society at large is added to that of the home, he learns to repress these undesirable aspects of his love. He tolerates his brothers and sisters or includes them in his affections, and he ceases to struggle so hard against the exigencies of his training. At the same time his dependence upon his parents, which was complete in infancy, is growing less and less. He learns to dress and bathe and attend to his personal needs; he makes friends outside the family; and his school interests compete with his home interests. But, after all, in the average family his activities are still sharply circumscribed. His ideas and opinions are shaped by the discussions or the dicta of his family, and his words and deeds are subject to its censorship and approval. Thus he grows into childhood and becomes a well-recognized personality, with what appear to be fairly settled characteristics. He is quiet and self-contained, or high-strung and excitable, or sensitive and retiring. We feel that we know and understand him.

There is another side to the picture, which does not show so clearly at first glance. Since parents are people, they are often poorly adjusted, unhappy, or ignorant of child nature. A child's love goes out spontaneously to the persons in his environment, but the strength and direction of his love are determined by the response he meets. If the parents are self-absorbed or absorbed in each other, the child feels himself neglected and left out in the cold. If the parents are unhappy together, father or mother may lavish a quite disproportionate amount of affection upon the child, making heavy demands upon his feelings or smothering him with kindness and indulgences. If they quarrel before the child, they may rouse conflicting emotions of love and hate, fear and dread,

jealousy or depression. A father weak and ineffective in his dealings with adults may tyrannize over his children, because here, at least, he can show authority and feel himself a man. Or parents may make a fetish of obedience and demand it at any cost, or be so ambitious for the child's perfection that they surround him with a thorny hedge of prohibitions and taboos. On the other hand, they may hold theories of the inherent goodness of human nature and trust the child's development to it, with the result that poor habits and attitudes of adjustment to present-day life are formed and flourish. A parent may be so wise and so sweetly reasonable that the child has no means of defense and must perforce submit, even with rebellion in his heart. Then there are the parents, whose name is legion, who identify themselves with their children—live, breathe, and think for them, choose their friends and plan and supervise all the activities of their lives. Add to the parents the various other relatives to whom the child must make an adjustment: "Mary, sh! sh!—tiptoe—Grandmother's taking a nap." "John, you must let your sister play with that. What if she does break it?" "Tommy, do just what your Aunt Ada says."

The average child gets through with all this and (Continued on page 24)



# THE SCHOOL DOCTOR STATES HIS CASE

by Harold H. Mitchell, M. D.

## The School, the Home, and the Community Share Responsibility for the Protection of Child Health

**W**HAT should you expect from the school doctor in your community, and what does he expect from you in the way of cooperation? These two questions are of vital importance if the medical service provided by the school system for the protection of pupils is to function to the best advantage. The better the doctor, the parent, and the teacher understand each other, the better they can pull together.

The amount and kind of medical service provided differ in different school systems. The aim, however, is always the same: to maintain the highest possible level of health among the school children with the facilities available. If you will bear that in mind, and also remember that the school doctor is part of the school system as well as a member of the medical profession, what I have to say will be much more clear. Keep in mind, too, that the school doctor is limited by the large number of children he must serve and that he must depend upon teachers and other school personnel as well as on many other agencies of the community for health education and actual health and medical care.

Whether he works on a part- or full-

time basis, the school doctor's job includes such things as the following: the examination and study of children so that he can advise concerning the need for medical service and concerning the health needs of the child in school; the control of communicable disease; advice concerning the management of the school, the building, and the equipment, as it may affect health; advice concerning the subject matter of health education; and the emergency care of accidents. Except for the emergency care of accidents these are all primarily matters of education, which is as it should be; for, as I said before, the school doctor is part of the school system, and the first business of the school is education.

### THE SCHOOL HEALTH EXAMINATION

**T**AKE the health examination, for instance. Some states insist on a health examination for every school child every year. In other states the doctor examines a selected number of children, perhaps the first grade, one of the upper grades, and such other children as are brought to his attention by the nurse or the teachers. Any mother who has taken her child to her own

The teacher is the school doctor's first line of defense in his fight against the spread of contagious disease, for she notes early symptoms



PHOTOGRAPH BY M. E. CLAYPOOLE



physician for advice about his health knows that such a service requires a careful overhauling of the child, together with many questions about his everyday behavior, his daily habits, and his previous illnesses. An examination such as this cannot be made in five minutes nor in fifteen, which is the most a school doctor can usually give to each of the hundreds of children he is asked to examine. No reputable physician would pretend to give a complete examination at such a speed. And no sensible parent will go away with the idea that because a child has been hastily gone over by the school doctor, who has found nothing obviously wrong, there is no further need for medical care.

The school health examination is no substitute for medical supervision by the family physician who sees your child in sickness and in health and who, out of this knowledge, can judge of the child's individual needs and in-born potentialities. All that the school physician can be expected to do in the few minutes at his command is to pick out from a large number of children those who are most likely to be in need of further medical care. If you, as a parent, are present when the examination is made, the school doctor can do a better job, for he can ask you questions and draw your attention to anything that may be wrong. He can also explain when and why there is need for a full examination by your own physician or at the local clinic. If you cannot be present, and he sends you a note about Johnny's teeth or Mary's eyes, you can cooperate by giving the note prompt attention and by making and keeping an appointment with the dentist or the eye physician for further examination and necessary treatment.

The school doctor cannot, under most school systems, treat the handicaps which he finds among the children he examines. He is not allowed to. That is the province of the private practitioner or of the clinic. He can discover the handicap—sometimes. He can start follow-up proceedings. He can advise the parent, teacher, nurse, and anybody else concerned; and when assistance is needed he can show how to obtain the medical attention necessary for the correction. Perhaps an illustration will best show the kind of teamwork in which the school doctor can take part.

The attendance officer reported that Betty Smith had been repeatedly absent with a "pain in her stomach." He was uncertain whether these absences were really due to sickness. The school principal, therefore, invited Betty's mother to come and consult the school physician. The physician



PHOTOGRAPH BY DORIS DAY

#### There is no substitute for medical supervision by the family physician

noted that he had reported Betty as undernourished, with flabby muscles and a possibly anemic condition. The teacher reported that Betty complained occasionally of abdominal pain and appeared to be irritable and, she thought, unhappy. The mother knew of this "stomach ache" but said that Betty "had had a weak stomach ever since she was a baby." The mother admitted that she had received the doctor's note from the school about Betty's nutritional condition but that Betty was lively enough and had plenty to eat. Moreover, the family was a large one and she had not yet paid off all of the doctor's last bill after the birth of the youngest, and she did not feel right about calling on the doctor until that was settled up.

She listened attentively, however, to the school doctor's explanation of the danger of neglecting Betty's condition. From questions he found that Betty's diet was a probable handicap and considerable medical supervision was needed to overcome the gastro-intestinal condition and to improve the nutrition. The mother was warned against the use of laxatives, and when Betty's lack of satisfactory physical development and slow gains in weight were pointed out and it was explained that her own physician could advise her so that Betty could gain in strength and vitality, she promised to consult him.

Betty's condition was explained to her teacher. Her weight was recorded, and the teacher was asked to report to the nurse as to whether Betty was under medical care. Betty made no complaints for several weeks and kept telling her teacher that her mother was

going to take her to Dr. Harvey, her family physician. Then one day the teacher observed that Betty looked most unhappy. The child admitted that she had the abdominal pain again. The teacher sent Betty home at once and reported to the nurse. The nurse found that the mother felt that Betty was better and she wished to avoid calling Dr. Harvey because she was afraid her husband soon might be laid off from his job. The nurse reported this to the school physician who called the family doctor and explained the situation. Dr. Harvey readily agreed to take Betty's case, as the family had been his patients for a number of years. Betty's failure to gain was then pointed out to the mother and she was urged to accept Dr. Harvey's offer. A week out of school, a strict diet, and repeated advice from the physician soon brought a gain in weight, absence of pain, and a remarkable improvement in Betty's interest in school.

This is just one example of the teamwork necessary between parent, teacher, nurse, private practitioner, and school doctor in order to avoid misunderstanding and to insure proper care. It also illustrates the educational value of the school doctor's work.

#### CONTROL OF CONTAGIOUS DISEASE

**CHILDREN** who go to school are more likely to be exposed to contagious diseases than are the younger ones who stay at home. It is part of the school doctor's job to protect them as much as possible. This, again, is not a one-man job. It calls for cooperation between (Continued on page 30)



## SHOPPING NOTES for SANTA CLAUS

**I**N the whole, most of us enjoy the Christmas shopping we do for the children. With the gay decorations in the stores, the attractive displays of gifts, a Santa Claus on every corner, the whole atmosphere so fills us with good old Christmas spirit that we go through all the rushing and bustle with happy willingness. But sometimes we come home completely worn out and distracted. Our arms ache from carrying unwieldy bundles, our feet have been stepped on, we have been bumped and knocked about, the stores were crowded, and hot, and damp with the muddy puddles of many overshoes. And worst of all, we simply couldn't find a thing for Ethel's youngest!

To enjoy the fun of shopping around, and still accomplish much, one really has to plan things in advance. Now making a list of names with a definite gift to the right of each one is too cut and dried for many people. It would

spoil all the fun. But I am going to suggest that you think carefully about each child for whom you plan a present. If you think along certain lines, it will be quite simple to choose a gift that will bring happiness.

First of all, you should know the child's age. Since the real purpose of toys is not only to amuse but to further the development of the child, age is probably the most important single criterion of selection. If the toy is not suited to the child's stage of development, he will misuse or neglect it. What could be more pitiful on Christmas morning than a two-year-old with a rattle? But in addition to age you need to know what the child is interested in, what he likes to do, in what environment he lives—you obviously wouldn't give snow-shoes to a girl who was going to spend the winter in Florida, or a billiard table to a boy who lived in a small apartment. If you

have an idea of what the child already has, you can do a really good job and give him toys that he needs. And the one essential need of every child is variety—not mere quantity, but variety. He needs toys to encourage active physical exercise, toys to encourage manual activity, to further his constructive and creative interests, to offer an opportunity for dramatic play, to stimulate social activity, and to encourage mental effort.

Let us see how toys can fulfill these different purposes at different ages. Of course, some will fill more than one need, and some needs will be more important at some ages than at others.

The baby, for instance, needs mainly toys that will further his sense experiences: things to look at, to feel, to reach for, to handle. His toys should be brightly colored—red, blue, green, and yellow—not the traditional pale pink and baby blue. But care must be





trundle about, shovels for digging sand and snow, a sled to drag after him or to ride upon? Perhaps he has toys of this sort, but no larger apparatus; a visit to any nursery school will convince you of the joys of a slide, a swing, a seesaw, the old-fashioned hobby horse or one with spring action, a trapeze or bars to climb on for young acrobats.

Most of these toys are suitable for children up to and through kindergarten age, though naturally the size must be suited to the child. Children slightly older than this will enjoy, in addition, parallel bars, rope ladders, roller skates and ice skates, jump ropes, scooters, and any pedal toy. Older school children may be encouraged to active physical exercise with skis, snowshoes, toboggans, stilts, bicycles, footballs, tennis rackets, golf sticks, or equipment for archery or swimming or hockey. Children of any age will be able to enjoy the fun of picnics and camping trips all the more if they receive new forks for toasting marshmallows, or a new pup tent.

Certain toys encourage the child to play outdoors more quietly on hot days; in a warm climate marbles and jacks or penknives for mumblety-peg, or even a portable wading pool may be most suitable.

**NOW**, has each child on your list plenty of toys which advance the development of the finer motor coördinations, toys which encourage him to use his hands?

The toddler uses his hands, of course, when he is lifting and pushing and carrying things. But certain toys train his hands even more directly. He will enjoy large wooden beads until he is four or five years old; peg boards, too, are fine, providing they are very large if he is under three years. Pyramids of brightly colored wooden rings, nested boxes and cans, wooden puzzles in large pieces all aid in the preschool child's development of finer motor coördinations.

Most valuable of all such toys are those which help the child to be creative and constructive at the same time. Clay and plasticine are suitable for the two-year-old and the twelve-year-old alike. So are art materials and equipment for wood work. While the youngest child should have large crayons that he can grasp with his fist, the four- or five-year-old is ready for smaller crayons and large pencils; the eight-year-old is especially pleased with the wooden pencil sets which contain various colors and shades. Even if the child already has crayons and pencils, he can always use more, and almost no child has a big enough supply of paper. Duplication here is a delight rather than a disappointment.

The two-year-old is ready to start painting on an easel, with a long-handled brush. He even delights in "painting" his toys with water if he has a "real" paintbrush. Older preschool children are able to use water colors. The older the child the more he or she delights in real artist's supplies; older children, particularly, love to have a variety of equipment—small brushes for finer work, pots of gold and silver, for example. Perhaps the young artist on your list is ready for charcoal; or has he tried chalk drawings?

Does the child have good scissors, paper of many different colors, paste and mucilage, and cardboard for paper construction work? One wise friend knew a child who delighted in such work but who seemed to have all the necessary supplies. But her gift of sheets of Cellophane and an old book of wallpaper samples provided windows and wallpaper for a pretentious doll house which the young lady had started to make.

If the lucky child has plenty of materials of this sort, he may yet lack material for wood work. The two-year-old needs odd bits of soft wood, large nails, and hammers. The older preschool children can use sturdy saws and planes. As he grows older the young carpenter will be thrilled to have a good lathe, a hand drill, bits and braces, and a scroll saw. Or you might supply him with old boxes and lumber. The young lady who sews can always use bits of cloth and lace and fur, or a hand sewing machine. If she embroiders, you can supply her with some stamped work, or floss, or even some transfer designs which she could stamp herself.

By giving a child material to encourage creative and constructive work we are helping to lead him on to the mastery of some art or craft which may well lead to an absorbing interest as he grows older. If the child you are thinking of has a hobby already, what could be more welcome than the gift which adds to his collection or his equipment? Does he have shelves for his specimens, a large enough aquarium, a microscope, a magnet, or an animal cage? More stamps and albums would please the stamp collector, more soap would be most acceptable to the young sculptor, more yarn a treat for the young lady who knits. If the child does not already have a hobby, perhaps you could start him out on one by supplying material for leather work, stencils, or block printing, or for the construction of airplanes and boats. A camera, chemistry sets, an electric motor, or a telephone and telegraph set equipped with batteries offer other possibilities (*Continued on page 32*)

by **Helen C. Dawe**

PHOTOGRAPH BY FREDERICK BRADLEY  
ILLUSTRATIONS BY VERA CLERE

taken to choose toys that are colored with paints which will be harmless when they find their way to the child's mouth. Does he have cuddly dolls and animals to hold, some soft, some hard, some of rubber, some of celluloid? Does he have soft balls, smooth balls, and rough balls, bright wooden beads on strings, bells and rattles to shake and listen to, bath toys to reach for?

By the time he is learning to walk he needs, in addition to toys for sense experiences, toys that will encourage him to active play. Any preschool child will delight in boxes to lift and carry, blocks to shove about and pile, balls to roll and throw and catch, small autos and trains to push about. What sort of toys and equipment does he have in his play yard? Are there wagons to push and pull and ride on, kiddie cars, planks of various widths to walk and balance on, wheelbarrows to load and push, doll carriages to





## TURNING THE LIGHT ON SCHOOL LIGHTING

by Hugh Grant Rowell, M.D.

**H**ANDSOME exteriors do not necessarily mean good educational environment. And without good physical conditions under which pupils and teachers may live during that large portion of the day devoted to learning, results cannot be what we might wish. Indeed, in industry, in work not very dissimilar to what the average pupil does in school, proper illumination alone has resulted in a reduction of 27 per cent of the errors in one situation studied. The analogy happens to be very fitting since it is admitted by all concerned that school lighting is far from satisfactory in almost all schools.

Since this fact is known and admitted, what should be done about it? What can be done about it? And what may happen in the reasonably near future?

Reading is the chief eye work of a pupil in school. We accept today a requirement of ten to twenty footcandles for comparatively brief periods of reading and sewing on light goods. For longer periods, where the type is properly chosen and the printing good, we advise twenty to fifty footcandles. Going further, in recent installations for sight-saving classes, the standard illumination on the child's work has been thirty-five to forty footcandles.

In my own experience, under good average conditions, a pupil is fortunate to have fifteen or twenty footcandles on his work if he sits near a window, and he will have two to five on the inner side of the room. This latter condition will be somewhat improved when the electric lights are turned on. Is it strange the children

have unnecessary eye troubles, nuisances perhaps rather than devastating things? But nuisances are no help to the child's nervous constitution. Nor do they assist the processes of learning.

Tests have proved that by raising levels of illumination from three to twelve footcandles the increase in seeing efficiency is very great. In groups tested, seeing efficiency of those with better eyes increased 14 per cent; of those with poor eyes, 22 per cent; the fast workers, 28 per cent; the slow workers, 40 per cent.

Experiments in Tuscumbia, Alabama, where one group used the old-type lighting, which is typical in most schools today, and another group had a special installation revealed 20 per cent fewer failures in the better lighted

room the first year. A second year's study confirmed previous findings—and the study appears to have been set up soundly and scientifically. The additional cost for electricity for the better room was \$22.35 a term.

Such experiments are encouraging. Then came several other installations in sight-saving classes under standards established by Luckiesh and Moss. Cleveland and Mansfield, Ohio, used systems which gave thirty-five to forty footcandles on the work. Here totally indirect systems were used with the light thrown on the ceiling and the soft, reflected illumination utilized. All were under automatic photocell control set so that when illumination dropped to fifteen footcandles the lights were turned on. Any necessary changes in paint were made. In addition, some attention was given to mild ultra-violet light values and also to producing a light which was, in some cases, substantially daylight in color. The ordinary electric light has more yellows while daylight has more in the blue area. To furnish ultra-violet components with the installations, a cold water paint was used on the ceilings in order to reflect these rays.

These classrooms have been set up as present ideals. Obviously they use more electric outlets than the ordinary classroom, since they require from 5,000 to 7,000 watts for the ordinary classroom as compared with about 1,500 to 1,800 watts used in the semi-indirect classroom installations which give around ten footcandles on the average desk.

**BUT** this does not tell the whole story by any means. The photocell has made possible instruments which measure illumination easily and accurately. We have our standards set by the illuminating engineers for safety and for various tasks. We know that we must have general light in a room both for safety and for avoiding the contrast glare which results from a well-lighted object on a dark background, which results in a most uncomfortable sensation. We know, too, that light must be in proper position, which means, at the best, from above and behind, though some concessions are being made to special equipment if it is properly planned and adjusted.

Consideration must also be given to the type of school desk which, because it is hygienically correct, is turning other types into historic specimens. Such desks allow the pupil to sit erect and work, the eye, the body mechanics, and indeed the whole functioning of the body benefiting thereby. Reading is then done at varying angles which average not far from forty-five degrees with the floor line—a distinct

contrast with the flat tops and fifteen-degree angles which were never meant for anything but writing anyhow.

It is also necessary to reckon with the new practice of prescribing, following careful tests, the amount of illumination which is best for any individual—and there is more difference than you might suspect. Following this idea strictly, the ideal classroom must be able to provide varying degrees of illumination of different desks. So far the only way to do this has been to shift a child's desk with relation to the window. I have, in my own experience, found such shifting distinctly beneficial to certain children, some of whom wanted more light, some, less.

In the Horace Mann School this winter we are experimenting with a new painting plan. It seems to be far more attractive than the previous one. The room is brighter, both psychologically and in terms of lighting. The ceiling is a warm cream. The upper walls are maize, which is about the same as a Colonial yellow. All woodwork, including moldings, is a gray-green called Bermuda green. The bookcases will be a soft salmon. The floor is light in color; the finish is eggshell or slightly duller. Seats are standard school brown and green. Curtains and wallboards are in the light buffs.

The present illumination is closed bowl, semi-indirect under switch control. Its effectiveness under the new paint scheme and with the newest type of seatings will be studied.

It is my own feeling that, sooner or later, we shall have to turn to the home plan of individual lights. Just how these can be applied to desks I am not prepared to state. Practical illuminating engineers, seating engineers, teachers,

and other educators, including health workers, will have to study this angle of the situation and be prepared to prove it useless and impossible or usable. The more nearly we attempt to make a classroom reminiscent of a home instead of a factory, the closer we come to admitting this requirement.

One great difficulty in school lighting is the almost eternal battle between daylight and electricity. We seem to be unable to let sufficient daylight into a room. Hence the statements that you cannot have too much daylight for eye work, though every one knows that we must, frequently, protect our eyes, outdoors, against daylight. And daylight is not too easily controlled at windows, though the double shades which run both up and down, if really used by the teacher, help greatly. Another bad element is the fact that the point of compass which the room faces affects the amount of daylight. Still another difficulty is, in spring and early fall, the question of heat as well as light from the sun.

On the other hand, we have consistently fought the recommendations of certain "radicals" who advised rooms without windows, completely air-conditioned, and with adequate illumination which might also provide ultra-violet values. "No," we have always replied, "a child must be able to see the sky from his seat." And we have, with some justice, also reminded ourselves of claustrophobia—that horrid jailed feeling which is far from conducive to pleasant learning or pleasant anything else.

Whether the psychologist can come to the rescue of the engineer on this it is impossible to state. At any rate, I doubt if any (Continued on page 28)



An example of the indirect system under automatic photocell control, where the light is thrown on the ceiling and indirect illumination utilized

# MANAGEMENT OF MONEY

## IN THE HOME

by Florence Barnard

**A**LTHOUGH the management of money underlies the life and living and welfare of individuals, families, states, and nations, as a subject it has been singularly side-stepped and neglected in school and college curriculums through the ages. The outcome of this lack of education has been increasingly apparent during the recent years of depression. Vast numbers of individuals and families have found themselves submerged in a sea of distressing economic problems which they seem to be powerless to solve; and nations are drifting for want of definite knowledge of how to deal with the larger economic problems of government.

In times like these, theories do not suffice, especially since they are so much at variance one with the other. The only hope of ever emerging from the confusion that exists is to get down to a few simple and fundamental principles that never change, and then to put these principles universally into practice.

In this article we are submitting a few definite suggestions for the consideration of parents who are eagerly desirous of improving their own financial status, and of starting their children off on a smoother financial road than they themselves have been wont to travel.

It is evident that every self-respecting individual who is financially independent is an asset to his country. It is also evident that a nation made up of prosperous individuals and families will be a prosperous nation. Prosperity then—like charity—begins at home and, in the last analysis, with individual responsibility.

This can be developed in every home in no better way than by resolving the family into a business partnership in which every member who is sufficiently mature takes active part. In such an undertaking, of course, it is essential

that the responsibilities of each member shall be clearly defined in order that there may be the most effective cooperation.

No business can be carried on successfully without conferences or frequent meetings of partners to discuss and decide upon ways and means and policies. A family business partnership will, like partnerships in the business world, be made up of senior and junior members. Since the senior partners have had longer and broader experience, their judgment should carry most weight; but if there is a

definite time set aside for a regular meeting—monthly, we would suggest—each and every member of the family partnership can bring up questions about management which cannot fail to lead to interesting and helpful discussions, while a final vote on each question discussed can be intelligent and satisfying. Independent judgment cannot be cultivated too early, provided conditions are favorable for its development.

Father's position, as head of the family, usually carries with it the responsibility of supplying the income, and it



### A Family Ways and Means Committee Is a Splendid Start Toward Financial Knowledge



**This Is the Fourth Article in the Parent Education Study Course. An Outline for Use in Discussing It Appears on Page 34**



should be kept constantly in mind that it is Father's work that supplies that income. The money that he earns is "a symbol of his work."

The size of the income may appear upon the surface to depend upon Father alone, but in reality that is not always the case. If Father knows that he has a group of partners at home who are genuinely interested in his work; who are cheerfully trying to live within the income that he supplies, no matter what its size; and who are doing everything in their power to help in all ways, the knowledge is

bound to give him courage and peace of mind, which always tend to increase the value and efficiency of work. This not only helps a father to maintain the position he now holds, but in not a few instances may lead to advancement in position with attendant larger income. On the other

hand, growing efficiency in the management of income on the part of all the partners has the same effect upon the income as does a "raise" of salary. *It is not the size of income that counts so much as how far it can be made to go.*

One advantage of a family business partnership is that all the members must know the amount of the family income, and so know the limits within which they must confine expenditures. Many a father in the past has made the mistake of not taking the family into his confidence on this point and thereby blindfolding them so that they could not see clearly how they could be helpful. There would be less of trying to "keep up with Lizzie or the Joneses" if the limits of one's own family income were constantly stressed and "faced" by every member.

Whenever the subject of money management is mentioned, it is, in the masculine mind, almost invariably associated with investment. This is easily understandable since the provider naturally thinks of income responsibility first, and investment is an important means of producing income.

A man's experience in the business world affords opportunity for him to observe the forms of investment that are safest, and the risks and dangers of speculation. Even if the father is a professional man, if he studies and cultivates judgment in the field of investment, he will not only learn to steer away from unwise investment himself, but he will be in a position to give sound advice to the other members of the partnership. He can, at least, start them to invest intelligently.

While a mother's direct responsibili-

ty may not be the earning or supplying of the family income, she is the one of the partnership who spends, on an average, 85 per cent to 90 per cent of the American pay check. Since "a penny saved is a penny earned," she has the chance to earn indirectly no less than her husband. Her main responsibility lies in solving consumer problems. Herein lies the golden opportunity to make the family pay check go as far as possible toward supplying material and cultural needs for all.

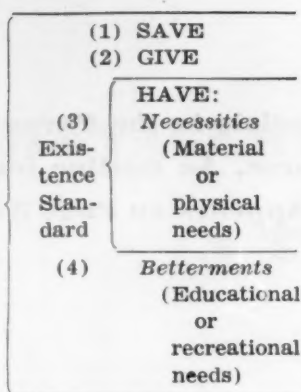
**BUT** consumer problems cannot be solved successfully on guesswork. *It requires careful thought and study to distribute income proportionately, and this is the secret of living within income.*

Successful partners in the business world have to keep books which reveal profits and losses and show where efficiency in management can be increased. And they take note of what these books reveal from month to month and from year to year. Keeping a record clarifies the mind, makes one face realities, and so substitutes knowing for guessing about how much one can afford to spend or to invest. Practically all financial worries are due to uncertainty, and this can be largely overcome by seeing, in black and white, conditions as they are.

Personal and family bookkeeping, or budgeting, has now been reduced to terms so few and simple that it requires only a minimum of time (scarcely more than one to five minutes a day), and it can be practiced understandingly even by children. A budget formula that pictures the essential needs of human beings the world over is a great aid in clarifying the problem of money management, and for distributing the income proportionately among the items of such a formula. It not only insures living within income, but makes vivid how much is being got out of life as well as out of money.

The following diagram illustrates this statement, for the four group headings cover all the possible uses of money that satisfy human needs.

# GROWTH STAN- DARD



## Interpretation:

*Saving proportionately* is necessary to meet emergencies and to provide for the future. It is fundamental as a preventive of worry.

*Giving proportionately* means "doing one's part"—the self-respecting thing to do.

*Having betterments proportionately* affords enrichment of life continuously.

It therefore becomes apparent that discrimination in choice of necessities, decision as to what are necessities, and concentration on the elimination of waste at this point, will make possible the "raising" of the *growth standard*. Every dollar saved in the smaller bracket (3) can be turned advantageously into the items of the larger bracket, including (1), (2), and (4).

The mother's or housewife's main problem is brought to a focus around necessities. The amount, quality, and kinds of food that will furnish adequate nourishment at least expense; needs for suitable clothing that can be procured at reasonable cost; the reduction of operating expenses to a minimum—these should be her special concern and responsibility. Fortunately, she has every opportunity to be a constant learner. She can observe and experiment; she can rely upon helpful sources of information obtainable in the "woman's page" of the daily newspaper, in current magazines, and in the classes and books of expert home economists.

But Mother will do well not to overlook the help that can be encouraged and created within the home. She can from the start lead the son and daughter into observing where waste exists, and encourage them to make suggestions for its prevention. It is remarkable what sharp young eyes can see when they are trained to be useful, and when boys and girls are helped to realize that by wasting less they can have more.

The best way to start these junior partners on the road to good management of money is to provide for them a definite fixed allowance within the limits of which they must be required to stay. They in turn should keep a

record of their expenditures so as to visualize from the first the relation between income and outgo.

The same picture of life's essential needs can become familiar to them too. They can use this simpler diagram:

- (1) SAVE
- (2) GIVE
- HAVE:
- (3) Needs
- (4) Wishes

This makes vivid all the uses of money, and brings to their attention as early as possible the consequences of neglecting to apportion money for each of these uses.

## Interpretation:

*Not to save proportionately* makes having in the near or remote future improbable or impossible.

*Not to give proportionately* indicates a character defect.

*Not to discriminate between real needs and fleeting desires*, or to waste money on unimportant or trivial things, prevents having bigger and more satisfying things; in other words, prevents realizing wishes which make life interesting and happy.

**C**ONSTANT practice in apportioning small amounts wisely is the best preparation children can have for using advantageously the larger incomes of adulthood. When allowances are small at first, it is easier for children to get a true perspective of how far an income can be made to go. If it does not go as far as Son or Daughter wishes, there are always two alternatives: (1) *choosing* the thing wanted most within the limits of allowance, and (2) *earning* additional amounts to supplement the allowance. Finding some form of work to do to increase the income, means the exercise of initiative and resourcefulness—two most valuable assets for success in life.

The question of what can or cannot be afforded is likely to be raised in every business partnership, both by the individual members and by the firm as a whole. As a general answer, we may say that there are certain things in this business of money management (which is really the business of life management) that cannot be afforded:

1. *One cannot afford not to save proportionately*. There is a future coming and providing reserves is the way to meet it. If one starts to save proportionately from month to month and from year to year, and to invest the savings in any of the compound interest agencies that operate under strict banking laws and state supervision, and in insurance when protection of and provision for dependents is necessary, every dollar invested will yield fair returns and, as time passes, ever-

increasing returns to the investor.

2. *One cannot afford not to give or share proportionately*. If the income or allowance is so small that giving of money entails hardship, or is impossible, the giving of service, cheer, friendliness, etc., may be most satisfying substitutes to both giver and receiver.

3. *One cannot afford to go through life without the enrichment of educational and recreational advantages*. But if the allowance or income is too small to admit of the expenditure of money for these, good management consists in looking about for the benefits along these lines that can be had and enjoyed without the expenditure of a single penny. The family business partners can make a list of these, and can confine their wishes or betterments to this list until expenditure of money for them is possible. It is surprising how long such a list becomes when we start to think about it.

4. *One cannot afford not to devote most careful thought and study to the elimination of waste in all its forms, and to the subject of proportionate distribution of income*.

In the family business meeting referred to previously, monthly reports of the experiences and achievements of each member can be made a most interesting and helpful feature. In some cases, when advisable, temporary contests will stimulate and increase interest and effort.

Not so very long ago, cross-word puzzles were the national "rage," and, as a fad, they occupied every spare moment of millions of people. We feel safe in predicting that if the study and practice of personal money management through bookkeeping or budgeting is once begun by every member of a family partnership, and the results that are possible are shown and realized, money management in the homes of the land will become a more fascinating game (or puzzle) than any cross-word puzzle ever devised. And it will not be a "fad," but will become the permanent habit of the citizens of a prosperous nation.

Money management and life management are inseparable, and there is no surer test of character than the way any individual spends money and optional time. To think clearly and systematically on these things is to solve happily the problem of living. Under present conditions, or at any time, it is no less a patriotic duty.

**Editor's Note:** The American Association for Economic Education (9 Park Street, Boston, Mass.) publishes *Money Management Method*, by which the suggestions in this article can be put into practice. (See Bookshelf, this issue.)



**I** BELIEVE parents should tell their children that the story of Santa Claus is a legend that has been handed down from one generation to another," writes a University of Tennessee student in answer to this month's question: *Willis, aged fifteen, has never believed in Santa Claus because his parents did not believe they should tell him something which was not true. He says he feels cheated out of fun other children had and he wants Cecilia, his baby sister, to believe in Santa. Won't you help Willis' parents decide what to do?* She continues: "John Macy has said, 'It is a story of stories. And when we say that it is true we shall remember that truth lives in the region of dreams. We shall be true to a glorious legend and to the way the legend has come down to us.'" In conclusion, this student recommended several articles for Willis' parents to read. I shall be glad to send this list of readings to any one who writes in for them.

Another student writes: "To tell a child deliberately, unasked, that everything is real, tangible, unimaginative; that there are no water-babies, sheep in the clouds, Peter Pan, or Santa Claus, is cheating him of the privileges of a great gift—that of imagination. Things will become realistic soon enough."

And what of the parents? Do they agree with these college students? Delegates from six towns in Colorado who attended a district parent-teacher meeting held at Mancos certainly did. Some of their statements and suggestions were: "I was told there was no Santa when I was a child but I want my children to enjoy what I missed." "All children love a fairy story. Santa can be explained as a spirit." "Explain Christmas as a miracle and the spirit of Christmas as one also." "When they are young, children think of Christmas as they do St. Valentine's Day and other holidays." "They enjoy the sur-



HELEN PALMER THURLOW

## IN OUR NEIGHBORHOOD

An Exchange of Experiences  
Conducted by ALICE SOWERS

prise element. It is too bad for them to miss it."

Must a child suffer a shock when he discovers the real identity of Santa? Need he have a feeling of having been deceived by his parents? A mother in St. Joseph, Missouri, believes not. She writes: "Santa Claus belongs in the nursery along with bibs and play pens and teething rings. As such, he should be outgrown and passed along to the littler ones. The tiny child can visualize and love the traditional Santa Claus much sooner than he can comprehend the story of the Christ Child and the real meaning of

### ALMA DOES NOT LIKE TO WASH DISHES

*Alma, aged thirteen, has so many extracurricular activities, in school and out, that she does not arrive home in time to help her mother with any of the housework so she is expected to wash the dishes. This makes her unhappy and resentful.*

*Won't you discuss this at home, in your study group, at your parent-teacher meeting, and in your neighborhood and send suggestions which may help Alma's parents to straighten out this situation? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before December 10. The answers will be printed in the February issue.*

Christmas. These, of course, are told to the child among the very first stories. Then, just as soon as the child begins to reason and to note discrepancies and unreasonable things about Santa, do not

try to deceive him. The age at which this will happen may vary from three to six years but, no matter how early, give him an honest, straightforward answer."

A Petaluma, California, mother tells us how she—and many of her friends—handled the Santa story. "When a child blessed our home, I was determined never to give him a chance to lose faith in his mother because she told him anything that must be repudiated later as not absolutely true. When he was four years old and discovered that each large department store had a Santa, my child asked, 'Mother, why are there so many Santa Clauses?' I answered, 'Because each store has its group of friends as you have friends. When you buy gifts for Daddy and the boys, your spirit of friendship is what makes you wish to be Santa Claus to them. It is true you are not dressed in the bright red costume but you could be. The postman and the expressman bring us gifts from our friends too far away to bring them, and thus they enable our friends to be Santa Claus to us each Christmas, just as they also take our gifts and cards to our friends. If it were not for friendliness there would be no Santa Claus'."

A letter from Springfield, Massachusetts, concludes with a statement which may well be a summary of all the letters I have received and the discussions I have heard. "The old teaching had its good points in training a child against deception, but I feel that with our modern understanding of child psychology, we can safely trust the child to differentiate between fantasy and fact if we handle it in the right way. It all goes back to parent education."



# FOR OLDER YOUNG PEOPLE

by  
**Barbara  
Schwinn**

**W**HEN you are tabulating your Christmas lists, make mental notes of your various nieces, nephews, friends, and family. So much money is wasted each year because not enough thought and time have been spent choosing the acceptable gift. Madame Millionaire can buy things in large lots or over the phone without any personal attention, and often bestows less pleasure than Mrs. Poorlady who must, of necessity, purchase each gift with infinite care, remembering the tastes and needs of the recipient.

Remembering that there is "an exception to every rule," I am enumerating a few "do's" and "don't's" and illustrating various articles for boys and girls of school and college ages.

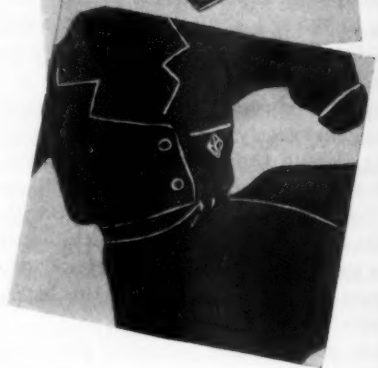
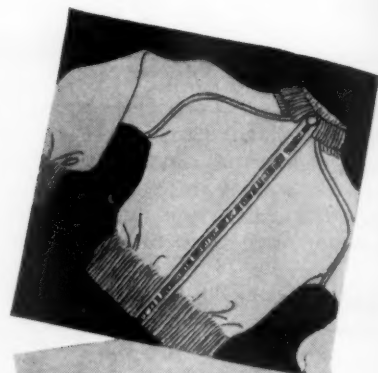
**Don't's:** 1. Handkerchiefs of the everyday variety (they probably have dozens). 2. Articles of clothing that they will consider part of their perpetual wardrobes. 3. Neckties! (Most young men have decided tastes as to their neckwear.) 4. and 5. Gloves or stockings or socks (sure to pick the wrong size or color, and gloves or stockings do not make very glamorous gifts).

**Do's:** (Girls) 1. Transparent raincoat and matching umbrella. 2. Suitcases, hatboxes, etc., fitted if possible. 3. Personal stationery. 4. Diary. 5. Calling cards. 6. Sewing kit.

(Boys) 1. Rare stamps or stamp collector's album. 2. Boxing gloves. 3. Woodcarving set. 4. Telescope. 5. Carpenter's tool chest. 6. Cuff links. 7. Blueprint set.

(Either gender) 1. A magazine subscription. 2. Ice skates. 3. Skis.

Lastly, the idea I think ingenious and sure to be appreciated is to have some worn-out but much beloved belonging copied or replaced. Practically every child has one that he or she is almost tearful about giving up, and will receive the replica with more exuberance than any other gift could inspire.



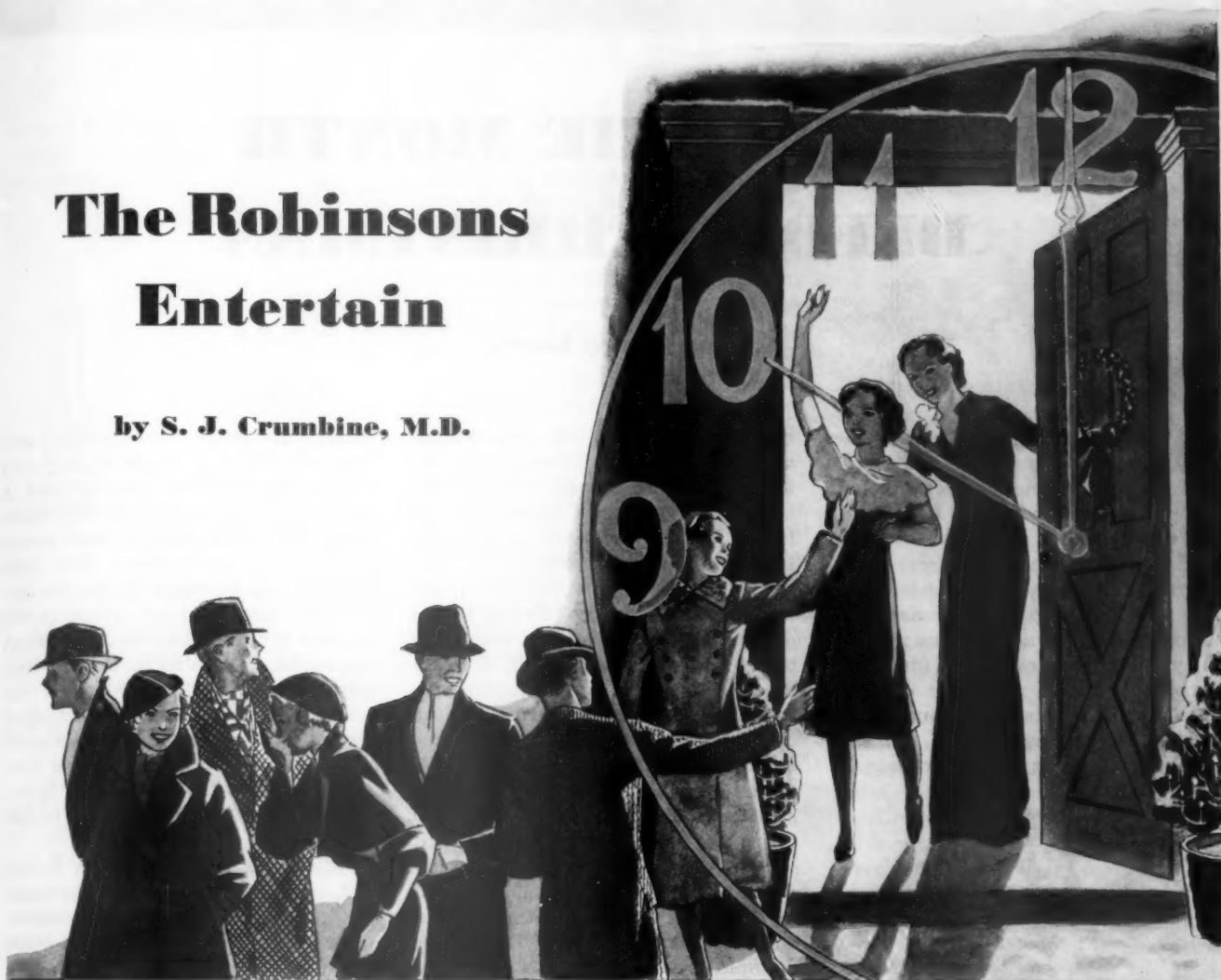
- A pair of lounging pajamas made of a naïve white-collared blouse, red jacket and sash, and deep royal purple trousers that snap onto the waist.
- This luminous name bracelet is an infallible answer to the question of what to buy the young lady in her teens who "has everything."
- The black silk evening bag encrusted with stars will please the most fastidious miss.
- Luxury and practicality are combined in these velvet slippers trimmed with lapin.
- This silk slip, along princess lines, is unornamented except by delicate handmade scallops.

- A chamois or suede jacket with a knitted turtle neck, waistband, and cuffs. And it's practically impervious to water.
- A portable typewriter for the young man or woman student. It is enclosed in a luggage style case.
- Your young gentleman will find this initialed black silk wallet a thrilling extravagance for parties.
- A photographic developing set will be welcomed by the young man who is keen to know more about amateur photography.
- An impeccably tailored bathrobe of midnight blue with yellow binding, and initials if desired.

## • THE ROBINSON FAMILY •

### The Robinsons Entertain

by S. J. Crumbine, M.D.



**T**HE Sunday before Christmas I was invited to supper by my good friends, the Robinsons. Jack was home from college and of course school was over until after the New Year, so all was excitement and high spirits among the young people. Peals of laughter came from the kitchen where they were preparing the Sunday evening meal.

"I suppose you are in for a busy time, with holiday festivities," I remarked to Mrs. Robinson, as we three elders sat by the fire, waiting to be summoned.

"I don't mind that," she replied, "even if I am a bit worn out by the time school opens again. But I did make up my mind that this year the children should not be."

"Should not be worn out?" I queried. "Were they worn out last year?"

"They certainly were. What with late parties and too much rich food, the holidays did them more harm than good. I'll except Tommie, bless his heart; we did manage to keep him on

his regular schedule. But Jack and Molly and even Nancy stayed up far too late. It was really my fault, I suppose, for letting them. But it is hard to make your children go to bed at a reasonable hour, if all their friends are allowed to be up."

"Tell the doctor what you did this year," put in Mr. Robinson.

Mrs. Robinson smiled. "Well, I had found out that most of the mothers of Molly's friends disliked late parties as much as I did. They thought it was ridiculous for fourteen-year-olds to have formal parties in the first place, and absurd for them to sit up till all hours in the second place. So we mothers got together—or I got the others together—and agreed to make ten o'clock the time to break up. By the time the children have said their good-byes and got home, it will be nearer eleven, and that is late enough—too late, really, of course."

"Have the young people registered any objections?" I inquired.

"My dear Doctor," broke in Mr. Robinson, "don't you know that any-

thing is all right provided they are all doing it? Boys and girls of that age are deadly afraid of being different from the rest."

Mrs. Robinson laughed. "This year it is going to be smart to be early. And Molly is setting the fashion. She is giving a skating party the day after Christmas. They will skate in the afternoon and come here to supper afterwards, all twelve of them. After supper they can dance or do what they like, but it is understood that they stop at ten o'clock."

"Another case of union being strength," murmured Mr. Robinson.

"Yes, I never in the world could have pulled it off alone," agreed Mrs. Robinson. "But when all the mothers took to the idea, somehow the children fell into line with no trouble at all."

"Good generalship and good sense. I take off my hat to you," I said, and very sincerely meant it.

Mrs. Robinson smiled her acknowledgment, and then continued: "Molly is having a great time planning her party. I'm (Continued on page 27)

## 'T WAS THE MONTH BEFORE CHRISTMAS

by Clare Gerry

AS each Christmas season comes around, I find myself filled with the same delicious exuberance and deep inner happiness that I thrilled to as a very small child. And for that warm glow, which I never seem to outgrow, I can thank a very understanding mother. For the Christmas season at our house was not just the momentary thrill that came on Christmas morning from a multitude of gifts. Christmas had started for us by the first of December, anyway. It meant weeks of planning and plotting, of



"Suggestions fell over each other"

strategy, of mysteries. There was a great deal of giggling. There were five children. And there was a fair amount of real work, never done more happily than during those gay days.

Finances, or their lack, rather, could not dampen our ardour. Happily for us, our mother had learned how to live on an income that was so fluctuating that she almost never knew where she stood. Yet she managed to convey to her children the feeling that money had so little to do with the real spirit and beauty of the occasion, that in the lean years we were even happier than when things were bought and there was no need for deep plots to stretch our dollars.

First of all, we had to make our own Christmas cards. A family conference was held, and suggestions fell over each other, out of which Mother tried to evolve something that we

could all help with. One year, Father was deep in amateur photography, and a group picture was finally approved, though why, no one knows. We all looked absurdly self-conscious and at the same time quite pleased with ourselves. Our evenings were spent crowding breathlessly into Father's tiny darkroom, while a sufficient number of the pictures were struck off. We children were allowed to lay the limp little bits of paper gingerly between cardboards to dry. And then came the cutting and pasting. And finally, scooting all over the neighborhood, delivering the local ones, though of course this wasn't done until the very last minute. Another year we carefully wrote our legend in ridiculous hieroglyphics for the words that lent themselves to the idea. The word "I," for example, was an eye drawn in; and "you will" was shortened to "you'll," and a small bit of art that was supposed to be a Yule log was substituted. Once, we printed our message along the lower half of plain white cards, and through two holes punched near the upper right-hand corner we ran a piece of red ribbon. Then at the last minute, we took tiny sprays of fresh balsam and tied them in place. A bit of silver paint brushed over the stems made them really lovely.

Sometimes we made the decorations for the tree. Chains of brightly colored paper were laboriously pasted together, silver paper pasted on cardboard and cut into stars, tiny cornucopias with crêpe paper flutings, diminutive baskets for our Christmas table—all sorts of things. And Mother reading *The Bird's Christmas Carol*, and Dickens' charming story out loud, as we happily dabbed paste all over ourselves and our small works of art.

Each year some novel table decoration for Christmas dinner was planned. An easy-to-make idea is a circular piece of wood or heavy cardboard, in the center of which is mounted a thick red candle. Banked around this are

holly, pine cones, and balsam, with here and there a touch of bayberry and leaves that have been silvered. A miniature sleigh with a fat little Santa Claus and eight tiny reindeer makes a charming centerpiece. The little reindeer can be found in the five and ten cent store, and red ribbon should be used for their harness. The sleigh and Santa, if created by the children, may be a trifle impressionistic but none the less charming, particularly if carefully placed on one of those small mirrors, so popular for the table now, with store snow sprinkled over it and banked with some sort of Christmas green.

Filling the cookie jar was important, too. The cookie jar at our house was an institution. Ginger cookies, sugar cookies, spice cookies—each one cut in a Christmas shape (such as a tree, a star, or a Santa Claus) and decorated. Mother let us supervise this serious work, and the results may have amazed and amused her at times, but they were wholly satisfactory to us. Some of them we painted with colored icing, some we fixed with citron leaves and cinnamon drops, and



"Some novel table decoration was planned"

onto some childishly wrought initials found their way.

Our share in the culinary end of the preparations terminated in the most exciting part of all—making the plum pudding. The proper name for this pudding is Grandfather's Plum Pudding. That is the way it appears in the dog-eared old recipe book, written out



# HOUSEHOLD HINTS

in very bold black letters with fascinating, old-fashioned flourishes. And this is the recipe:



## GRANDFATHER ERLY'S PLUM PUDDING

2 loaves bread—grated.

1 quart of milk.

1 pound suet.

1 pound raisins.

1 pound currants.

$\frac{1}{4}$  pound citron.

Small quantity of lemon and orange peel. Add nutmeg, mace, and allspice to taste.

9 well-beaten eggs.

Chop suet and add spices.

Scald milk and pour over suet and then stir in fruit and bread crumbs.

Stir in well-beaten eggs last.

Pour into well-buttered molds and steam for four hours.

The day set aside for this had to be a day when every one in the family was at home, because each person had to give it one stir if nothing more. Otherwise, it wouldn't have been real Christmas pudding. Mother wisely allowed for a certain mysterious shrinkage in the necessary quantity of raisins and currants, as they invariably disappeared during the seeding process. I venture to include our own recipe here, because it is so very good and, moreover, it is not the usual rich, heavy, indigestible plum pudding that is tabooed for children by most mothers. A small portion, with a bit of hard sauce, won't hurt the average child. At least, the children in our family have always weathered it very well.

We even weathered the candy which we were allowed to make. But it was the simple sort of candy that was adventurous and exciting to fix, but not too adventurous or exciting to youthful tummies. Popcorn balls, for instance, are done this way. Boil  $\frac{1}{2}$  cup

of sugar,  $\frac{1}{8}$  teaspoon of salt, and 1 cup of molasses until it's brittle in cold water. Add 1 tablespoon of butter, and pour over three quarts of popped corn. Rub the hands with butter, shape, cool, and roll in wax paper. All sorts of wholesome candy can be made with sweetened condensed milk without going near a stove. The base is  $\frac{1}{4}$  cup of sweetened condensed milk, into which is gradually blended  $1\frac{1}{4}$  cups of confectioner's sugar, which has been sifted. Add  $\frac{1}{2}$  teaspoon of vanilla to this creamy fondant, and then you're ready to begin. The fondant can be put between halved nuts, used as stuffing for dates, formed into small balls and rolled in chopped nuts, shredded coconut, grated chocolate, chopped candied fruits, or just made into flat creams, with different flavorings. And any or all are delicious.

ALMOST every home has a Christmas tree, large or small, around the base of which the presents are piled on Christmas Eve, but how about an outside tree? Long before the modern custom of putting colored lights on a tree outside the house became generally popular, we children decorated a tree, but in a different way. Small, colorful, home-made baskets were filled with breadcrumbs, and hung on the branches. Suet was tied with bright ribbons. Popcorn was strung on stout thread, and strings of cranberries were made. The tree not only looked very gay in all this finery, but the birds from the entire neighborhood gathered there for a Christmas feast and worried at the decorations until they al-



"Birds gathered there for a Christmas feast"

most fell off. We children watching from the windows would go into gales of laughter at their strenuous, indignant efforts to demolish our tree, and chuckle over their chirps of gratitude when they succeeded in getting hold

of a generous portion of popcorn, or suet, or whatever it happened to be. Incidentally, this is a grand idea any



"And Mother would open the doors"

time during the winter months when the birds who haven't flown south are hard put to it to find enough food. Any child who must be kept indoors for some reason can be entertained by the hour watching the antics that go on over a piece of suet fastened to a branch outside his window. If you are in the habit of lighting an outside tree, don't try to decorate it for the birds as well. Fix another tree for them. Otherwise, either they will be hurt, or the lights will be shaken loose and go out.

Most people have their own customs that have been handed down. We always had a certain formula that seemed terribly important right down to the last detail. In our house, there were large folding glass doors between the dining room and the living room. On Christmas morning, no one was allowed past those doors until breakfast was all finished. It added immeasurably to the delicious suspense and, incidentally, got breakfast into the children before they got out of hand. I can remember feeling sometimes that I simply *couldn't* wait another minute, while Father smiled impishly at our impatience, and leisurely helped himself to another piece of toast! Then finally, he would say, "Well, Mother?" And she would smile. Whereupon, Father would disappear, and in a moment, the lights of the tree would blaze forth, lovelier and more thrilling than we ever seemed to have remembered them—and Mother would open the doors. Once the time had actually arrived, after (Continued on page 35)

## Planning a Permanent Program for Youth

by JOHN W. STUDEBAKER

**T**HERE are still many people who believe that the return of business prosperity will make our present problems vanish like snow in the springtime. They are loath to regard certain problems as permanent, as part and parcel of our industrial civilization, which have to be dealt with by permanent policies and programs. One such problem is the so-called youth problem.

Besides our estimated eight or ten million unemployed adults, we have at least three million unemployed, out-of-school youth. Every year that passes, another million young people come of age economically, graduate or drop out of school and seek employment. As a result of five years of depression with its consequent undermining of skills and morale, we face a general problem of rehabilitation and re-education which will not be solved short of a decade under the most favorable circumstances. We may as well face the facts and realize that human beings cannot be put on the shelf for a period of months or years without losing those qualities and skills which make them efficient workers. The process of regaining those skills and habits of work is slow and costly. The only alternative to a program of youth and adult education for rehabilitation is a permanent dole for millions and the moral degeneracy which accompanies such a thing.

But the rehabilitation of our present unemployed youth is only one phase of the problem. A permanent program for youth must go much further than job-training and job-placement for the depression generation. It must be planned for the oncoming generation, to meet and fit the problems of youth in the future. Methods of job-training, apprenticeship, and vocational guidance in schools must be more extensively planned. Building and maintaining a bridge from the end of formal schooling to the beginning of permanent employment for youth is as important as bridging highways over railway tracks for motor safety.

In planning for a permanent program for youth, the establishment of youth guidance centers in every com-

munity as an integral part of the educational system is fundamental. Without such guidance centers, it is as if the young person suddenly comes to the end of a paved highway when he leaves school and faces a dense and baffling forest. That highway must not come to a dead-end, but must lead directly to employment and to integration into the life of the community.

In connection with both in-school and out-of-school young people, we must plan to provide opportunities for a new kind of practical apprenticeship. It is unwise to hold young people to a process of book learning until they are eighteen or even twenty-five. They have need of the opportunity to try their hands at definite work, to assume responsibilities, to accumulate experience. Therefore, a planned program for youth will make permanent arrangements for young people from sixteen years old on to serve as part-time apprentices in service organizations. This is a most effective way to enable young people to understand the meaning of cooperative endeavor, the importance of punctuality, efficiency, and good workmanship. To plan for the active participation of young people in governmental organizations of various kinds can do more for good citizenship than any amount of classroom work. But in such planning for the new apprenticeship, we must take unusual care to prevent the exploitation of youth at low wages, or the substitution of young people for better paid adults.

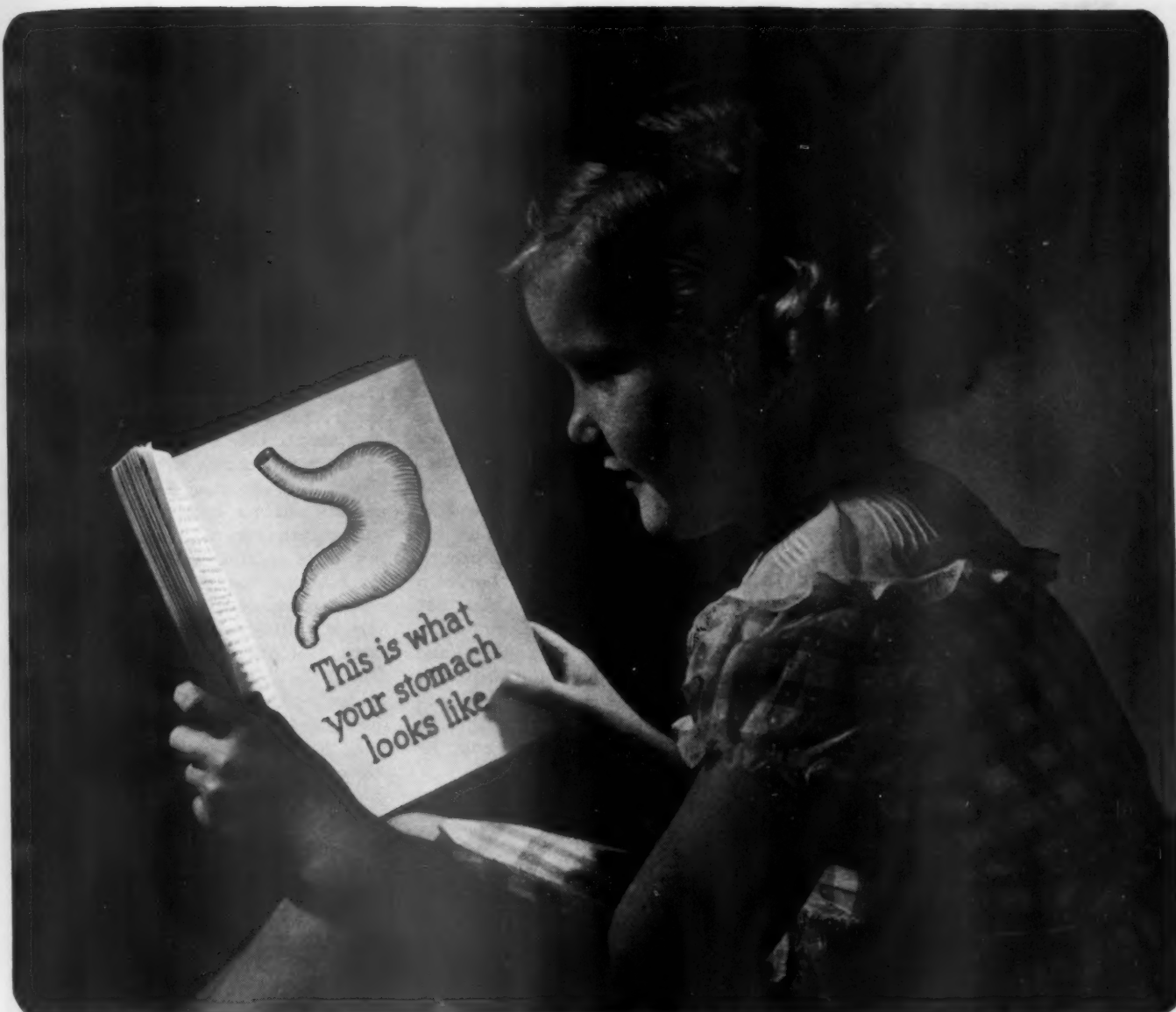
Pending the time when our economic system is working with enough efficiency to provide employment for all and assure jobs to all those in training, we must include in our program for youth certain "emergency" measures. First, youth unable to continue their schooling due to unemployment in the family must be given financial assistance. The present "college aid" and "high school aid" program under the National Youth Administration does this. And this program should continue until the problem which it meets is solved. Second, socially-useful and adventurous work should be made available to young people. The CCC program does

this now. In this case, we bring the "school" to the job. In the former situation, we bring the job to the school.

Third, there is great need for bringing youth into a serious study and discussion of the national social and economic problems responsible for their present plight. More than this, opportunities must be made to bring youth into conference with their elders in order that those in control of current affairs may better understand the problems and aspirations of youth, and that young people may be assured of the sympathetic and understanding cooperation of adults. Public forums will do this.

In all of this planning for youth two important considerations ought to be kept in mind. First, youth wants and deserves a voice in such planning. Second, existing agencies for social service ought to be strengthened by permitting them to deal with the problem in their particular area of activity and by giving them the financial appropriations with which to do it.

Some will undoubtedly complain that guidance centers, apprenticeship programs, school aid, and work-relief projects are forms of paternalism, which undermine self-reliance and discourage individual initiative. Such people will have to understand that self-reliance and individual initiative are destroyed by the lack of opportunity to exercise them. They will have to realize that maladjustments in our complex and baffling industrial organization crush the initiative and self-reliance of young people. We have long since departed from the idea that individual initiative should be relied upon to assure education and training to youth. We have discovered that public responsibility for free opportunities of education and training is essential to the flowering of individual initiative. It is a deadening thing to be one of three million young people and one of twelve or thirteen million unemployed looking for a job. It doesn't take long for the young person up against those odds to lose his self-reliance. So, from a practical point of view, a long-range program which will provide opportunities for training, apprenticeship, and socially valuable work for youth is the way to conserve the spirit of self-reliance and encourage individual initiative.



## TRIBUTE TO YOUR STOMACH

**T**HIS LITTLE GIRL is studying her "science" lesson.

She is being initiated into the mysteries of the human stomach. Coming, with the clear eyes of a youngster, upon the story of this marvelous mechanism, she gains a high respect for its wonders.

It's too bad more grown-ups don't have that same respect. It's too bad they're so prone to call all manner of ills "stomach trouble." For, contrary to general belief, *the stomach is one of the most rugged organs in the human body.*

It has to be. For the stomach must receive, store, and help digest the whole conglomerate mixture of the foods you eat and liquids you drink. It must pass its contents on to the

intestines only as fast as they are suitably prepared for intestinal digestion and eventual absorption.

The food mixture which leaves the stomach has a long way to go; the gastro-intestinal tract is from 26 to 28 feet long. In the complicated processes of digestion and absorption, the stomach must have the co-operation of other organs such as the liver and pancreas.

Consequently the stomach is often affected when other organs fail to perform their normal tasks. Trouble anywhere along the line frequently causes pain and distress in the stomach region and gives rise to the symptoms which we refer to as "stomach trouble."

Sometimes, of course, it really is

stomach trouble. More often it is not. And it is dangerous to attempt to diagnose and treat your own ailment. Leave that to your doctor. He alone can accurately locate the trouble. He alone can decide whether it should be treated by diet, medicine, rest—or the pleasant advice . . . "don't work so hard, and try to play a little more."

When symptoms of digestive disturbance warn you that something is wrong, *see your doctor.*

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## THE REBELLIOUS ADOLESCENT

(Continued from page 7)

goes along more or less smoothly for a few years. Then disturbances begin to arise; he begins to make requests and demands hitherto unthought of; he does things his parents disapprove of and argues or quarrels about them; more and more he wants to get out of the home and *do as he pleases*. The adolescent rebellion has begun.

**MOST** people want to see their children grow up. They like to think of them as men and women; mothers like to plan for their daughters' courtship and marriage, and men for their sons' college careers or business or young manhood, in which they can perhaps have the advantages the fathers lacked. But very few parents are prepared for the fact that children begin to grow up so soon. It is a surprise and shock to most of us that little boys or girls in their early teens, or even at eleven and twelve, should begin to contradict and quarrel with their parents, should insist on doing things of which the parents disapprove, should be chumming together in clubs and secret societies. Only the other day they were babies, and here they are, trying to ape the grown-ups. This, perhaps, is the most difficult stage in the entire adolescent period, for both the parent and the child.

To the child, Nature says, "Come, be a man," even while down deep in his heart he is still a little child, still bound by the powerful ties of love and dependence, against which he must struggle and finally free himself if he is to be a man.

But why must he free himself from his love for the family? Is not filial affection one of the most beautiful of the emotions, and a united family all too rare a modern spectacle? Yes, verily, to both questions. But a refined and intelligent filial affection is a mature growth and all too rarely attained, while a united family too often is so because of family pride, social expediency, or economic reasons. It is because his attitude toward the family is a childish one, because it contains so many elements that will interfere with his complete development, that the adolescent must free himself from it at all costs.

Suppose, for a moment, he were to grow up with his love still unchanged, as many, many people do. Numerous illustrations occur to mind. There is the person who develops invalidism: Mary C., a sweet and petted child, became delicate in adolescence and had to remain at home, where she was cared for solicitously by a loving mother. Mary was thirty-three when her mother died suddenly, and she had

never done the least thing for herself and had spent most of her time in pretty negligees on a couch or in a wheeled chair. There was no one to take care of her and she finally got on her feet and is today holding a position in a government department.

There is the girl who cannot leave home when she is married, or the one who does not marry but remains happily at home because for her there are no men like her father and she does not wish to marry any other kind. There is the man who devotes himself to his mother or an unmarried sister, giving up everything to remain at home with her. There are the people who are never contented in marriage because their wives or husbands do not treat them as they were accustomed at home. Such situations make the time-honored jokes about the pies that mother used to make, and the songs like the one sung so much by the soldiers in the last war, "I want a little girl just like the little girl that married Pa." None of these people is a fully-developed personality; they have failed to pass through the stress of adolescence and emerge with adult attitudes toward the family and life in general, but still keep the old childish love and dependence.

**BUT**, some one will be inclined to say, are parents always to blame? Are children perfect, and is there never anything in them that accounts for the unusual difficulties some of them have? Children are far from perfect, and it is just because we insist upon treating them as though they should be that adolescence may become so much more difficult. We all know that there are inherent differences in children in the matter of intelligence; some are bright and some are dull. There are differences also in temperament and personality trends, which, if not congenital, at least arise so early that we have not yet been able to detect their origin. The normal child is pretty much of an extrovert; he loves company, his emotions are quick and superficial, and he is exceedingly sensitive to the approval or disapproval of his loved ones. As he grows older, normally he becomes more self-contained and self-reliant.

But some children continue active, explosive, must needs be on the go and have something doing. When adolescence is reached, the revolt is apt to be forceful and emphatic; the boy lays down the law and demands his rights; the girl cries and storms and recounts her abuses. Or such children may turn entirely away from the parents and seek an outlet for their feelings—for outlet they must have—among chums or older companions. Another child keeps his feel-

ings largely to himself, but this does not save them from being as keen and strong.

I recall a young woman, now happily married, who came to me for help in late adolescence. At twenty-three she was immature both physically and mentally, and had the high-pitched voice of a child. She was the elder of two daughters, and the mother was the type who demanded perfection in them. The girl had rebelled in early childhood, but, as she said, she seemed constitutionally incapable of doing anything about it. To her mother's proddings and admonitions she seemed indifferent, though she was far from being so. She worried a great deal about herself because she did not get on in school as well as the younger sister, and because she feared her parents did not love her. The father was absorbed in his business and she saw little of him. As she grew older, she realized that she could do better school work and she began to apply herself, with the result that she had extra promotions; but this only confirmed the mother's opinion that she needed stimulation and waking up. In spite of herself, the girl could not show her parents her real attitude. She continued through adolescence a quiet, repressed little creature, with few friends and no real intimates, and nobody guessed the fires of rebellion that were smoldering in her heart. When she came to me, she was desperate. She had considerable insight and knew that she had never really grown up and that it was high time she was doing so. It took a great deal of courage on her part to walk away from the situation and strike out for herself, and she did it only with much help and encouragement. But she finally got away, going to relatives in a distant state where she went through a number of experiences she should have had long before—a delayed adolescence—but she came out mistress of herself and made an excellent marriage.

**SO** far we have been discussing the normal aspects of adolescent rebellions though we have taken rather extreme cases, but there are abnormal aspects also. Because adolescence is a time of strain and readjustment, both physically and mentally, it is peculiarly liable to nervous breakdowns. Certain forms of mental disease, the chronic and deteriorating ones, usually have their acute onset during this period or soon after it. And by far the largest part of delinquency and crime belongs in this period. It used to be the fashion, and is yet in some quarters, to blame parents for any deviation from the straight and narrow path shown by their children. And it is true that it can often be (Continued on page 26)

THE MONTHS OF MENACE BRING MANY A "CASUALTY"



**WILL YOUR CHILD GET THROUGH  
WINTER WITH STURDY LEGS, SOUND  
TEETH AND NO HINT OF RICKETS?**

**W**INTER months are hard on babies and children. Raw weather often keeps them indoors. What sunshine they get is weak in bone-building vitamin D. Thousands of youngsters become "casualties" of winter.

Their health is in your hands. If little bodies become starved for vitamin D, bones fail to grow normally. And with lack of vitamin A, winter infections become an ever-present danger.

Bridge the gap of these sun-shy months with McKesson's HIGH POTENCY COD LIVER OIL. It furnishes  $2\frac{1}{2}$  times the potency of vitamins A and D found in ordinary cod

liver oil. It is refined from fresh-caught cod of icy Northern waters. Extra refinement makes smaller doses effective. Price, \$1 for 16 ounces. Made by Vitamin Headquarters—McKesson is one of the largest refiners of cod liver oil in the world.

Vitamin Headquarters also offers you McKesson's COD LIVER OIL (Standardized). The highest grade Norwegian cod liver oil of normal potency. Made also in Mint Flavored type, which some children like better. Price, 75c for 16 ounces.

If you like tablets, get McKesson's VITAMIN CONCENTRATE TABLETS OF COD LIVER

OIL. Chocolate-coated tablets with the vitamins of cod liver oil in highly concentrated form. 100 tablets, \$1.

McKesson's HALIBUT LIVER OIL, preferred by some mothers, is available both in the plain and the fortified type. In convenient capsules, or in liquid form.

#### FREE BOOK ON FIRST AID

Saves precious minutes in an emergency. Tells what to do till the doctor comes. For fainting, poisons, nosebleed and dozens of other emergencies. Also hints on health. Facts on vitamins, etc.

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**McKESSON'S COD LIVER  
OILS** *Vitamin Headquarters*



## THE REBELLIOUS ADOLESCENT

(Continued from page 24)

shown that adolescent delinquencies are but overstrong reactions in the normal growing-up process. But the parents and the environment are not the only factors; the reactive material, so to speak, in the child—that is, his inherent temperament and personality—has something to do with it. Not all youths become delinquent under the same circumstances. Again, delinquencies are many times the expression of an actual mental disease, or of a personality that finds it impossible to adapt to the demands of modern society. In general, it may be said—and comfortingly enough—that the diagnosis of abnormal conditions should be left to the psychiatrist, and that many cases of mild breakdown and actual delinquency, more or less grave, are best understood as indications of the severity of the adolescent struggle and, with time and patience and honest effort on the part of the parents to meet the youth halfway, can be trusted to right themselves.

In conclusion, we may briefly recapitulate: The rebellion of youth against the authority of its elders, against their cherished beliefs and customs, is an age-old phenomenon, and is best understood as an effort on the part of the developing individual to get away from old childish love relations and dependence upon the parents. In modern America where there is much in our mode of life to force development, this struggle for emancipation is apt to begin early, and children seem scarcely out of babyhood when they begin to demand their rights and attempt to order their lives as they please. However, children differ in age of development, and some begin the struggle comparatively late. They differ also in force and energy, in temperament and character. There are types in whom the rebellion is largely beneath the surface, though no less prolonged and severe, and others who give up the struggle and remain more or less comfortably fixed in childish modes of adjustment, emotionally dependent upon the parents or a parent substitute. And there are delinquencies and mental breakdowns in adolescence which may be only symptoms of the severity of the struggle, or of mental abnormalities which require treatment by a psychiatrist. The more parents learn about themselves and about the importance of right attitudes toward their children in infancy, the better they will understand their adolescent sons and daughters, and be prepared with patience against unreasonable demands and unwholesome attitudes and activities.

## IT'S UP TO US

### What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON

Daughter: Tomorrow won't seem like Christmas with no tree and hardly any presents.

Father: We can't spend money for trees and presents this year, Lydia.



Son: Gee, I didn't know Christmas could be so much fun.

Father: It takes me back to the time when I was a little boy, Jim. We used to make all our own presents and Christmas tree trimmings.

### Jim is more apt to have a happy Christmas

#### Because

He is having such a happy time getting ready for it. Working together as a family group, planning little surprises, and devising ingenious ways of producing gifts and tree decorations will occupy much of the time and thoughts of each member of Jim's family for days before Christmas actually arrives. Not only are they meeting an emergency and making the best of what they have, but they are having fun while they are doing it.

Lydia is miserable because her family believes that money for presents is essential for a happy Christmas. Without sufficient money for the usual gifts, her family has resigned itself to doing without. Lydia may well feel cheated, not because she has fewer presents than usual but because she is missing the joy which comes with doing for others and because she will never know the fun which Jim's family are having together.



## THE ROBINSONS ENTERTAIN

(Continued from page 19)

letting her make all the arrangements herself, though of course I shall be back of her when she needs help. I really think she gets a good deal out of learning to entertain."

"What, for instance?" I asked.

"Well, for one thing, she has to do a little planning ahead, and you know how helter-skelter she naturally is. Then, it is always a good thing to learn to put other people's pleasure and convenience before one's own, and, as I tell Molly, you can't be a good hostess unless you can do that." After a minute's pause, Mrs. Robinson went on: "When I was in my teens I was never allowed to go anywhere alone, or to meet boys, or to be responsible for myself. So I felt very shy and awkward when I did begin to go into society. That is one reason why I have always tried to give the children practice in meeting people and in entertaining."

"Yes; it helps them to understand the world they live in," I agreed. And then I enquired about the plans for the other children.

MR. ROBINSON explained that Jack was leaving immediately after Christmas Day, to spend the rest of the vacation with some other freshmen and a young instructor in a shack in the hills. They were all keen to practice skiing, he said, but they proposed to put in two or three hours of hard study a day also.

"And Nancy," went on Mrs. Robinson, "is having a little cousin to stay with her. So that will be her Christmas treat. Not that the child won't have her own 'party.' A party among seven-year-olds, you know, Doctor, means 'eats.' But I think it is a poor idea to serve refreshments between meals to children of that age; it just spoils their appetites. So I always sit them down to either lunch or supper at the proper time, and have some extra frill about it. They like it just as well."

I was about to compliment Mrs. Robinson once more on her views on entertaining, when Molly appeared in the doorway to summon us to supper.

"You are to sit by me, Doctor," she said, putting her arm through mine, "and don't listen to what any one else says."

"Never!" I exclaimed, with my hand on my heart, and led the way with her into the dining room.

Next Month:  
THE ROBINSON'S DOG  
HAS RABIES

*"You wouldn't hold out on my dolly, would you Mummy? C'mon, hand over that smoothy stuff while I give this child of mine a treat!"*

*"I think this is right but I'm not sure. Anyway dolly loves Johnson's Baby Powder no matter where I put it. It smells so good!"*

*"Hey, this dolly put ideas into my head. Now I need powdering—'cause I'm scratchy! Please take care of me, Mummy—I'm in trouble!"*

*"I'm Johnson's Baby Powder—the kind that soothes away skin irritation just like that! For I'm soft as silk—made of the very finest Italian Talc. No gritty particles nor orris-root in me. And don't forget my team-mates—Johnson's Baby Soap and Baby Cream!"*

Johnson & Johnson  
NEW BRUNSWICK NEW JERSEY



## TURNING THE LIGHT ON SCHOOL LIGHTING

(Continued from page 13)

school architect, or board, or executive would have the courage today to build such a school, though overhead natural lighting has been tried and found wanting, except in Kansas City.

Nevertheless, I should personally like to see such a school or even such a room tried, with a highly intelligent teacher, with parents who would view it with an open mind, and under conditions which would permit a careful analysis of effects both on health and educational progress. I do not mention happiness since I cannot conceive of real learning taking place satisfactorily under other than happy conditions.

It is quite possible that the value of daylight to education may turn out to be, like the reports of Mark Twain's death, "grossly exaggerated." We have perhaps confused daylight with the ventilation from open windows in days when we advocated open-air classes for the primary purpose of giving a child decent air to breathe. I suggest that we be open-minded on this matter. I myself go no further than that till other evidence is forthcoming.

So much for the ideals and theories.

**NOW**, what can be done practically, right now?

Plenty.

First of all, paint does not cost much. And properly planned painting will add a great deal of illumination to almost any classroom. The important thing is light color without glare and without reflections into the pupils' eyes.

Second is proper attention to present window shades. Do they actually control the daylight? Or do they just shut part of it out unnecessarily?

Third is modernizing the seatings—either by changing or by the use of simple portable devices (easels) which can even be made at home or in the industrial arts projects. The modern easel type of seat makes possible a more advantageous use of daylight. In my own experience I have seen daylight "built up" as much as five times. Under such conditions it is often possible, especially in combination with "following the sun around the room," to turn an inadequate supply of daylight into an adequate, or at least a greatly improved, amount. This makes possible less use of electricity. And this, in turn, makes it possible to have electric installations coming more nearly to ideal requirements at not too greatly increased cost of operation. This angle of modern school seating has been given too little consideration. The proof is easy when a light meter is available.

Fourth is making sure a light meter is available, either in the schools or otherwise locally. These testers are accurate and simple to operate and interpret. Combined with the known standards for illumination for different purposes, they offer a yardstick which must guide schools in their lighting installations and in operating their lighting, as well.

Fifth is consulting the illuminating engineer. This means, nine times out of ten, going to the electrical company. We then find out that our present installations of almost any sort are inadequate. We decide to be offended and accuse the engineer of trying some new form of salesmanship. We must, in the final analysis, do one of two things: either accept the standards and meet them, or show just how they emanate from unscientific sources. It reminds me of what I call "we have one of those"—the familiar custom of installing something inadequately, operating it little or not at all, but proclaiming the presence of the whatever-it-is to all visitors. And, in terms of lighting, we either have proper illumination or we haven't—usually the latter. Yet it would be an easy matter, when planning a new building or renovating an old one (either a room at a time or all together) to call in the engineer and have things properly done.

Sixth, it follows that having proper installations of daylight and artificial light, they must be properly operated. Indeed, properly planned lighting, with every teacher knowing what to do and doing it, can make a great deal of improvement anywhere. And correct methods of using any lighting will get the maximum out of a poor plant. By this I mean knowing how to use shades, knowing when to turn the lights off and on, such matters of school housekeeping as cleaning the bulbs and globes and changing bulbs when they are worn out though still lightable.

No small amount of the trouble with illumination in schools is because of failure to use available light to the utmost. Consider one situation where comparison was made in two adjacent north rooms recently on a bright, sunshiny morning about nine o'clock.

In one room was an excellent type of standard seats; in the other, the easel type. Both rooms had the same number of windows. Both had the same electric lighting installation. The paint scheme in the room with the standard seats was supposed to be a little more effective in regard to lighting than that in the other room.

In the room with the standard seats, the desks were placed in the usual position, sides parallel with the window wall. The shades were drawn about one-third down the window, this

being needed to avoid glare when the seats were so placed. In the second room, the seats were placed at a thirty-degree angle with the wall and the shades not drawn at all. The teacher avoided facing the light. The easels were used for the reading work, as can be seen in the photograph of this room on page 12.

In the first room you could secure an illumination of forty footcandles right at the window. This could be increased to fifty by the use of an easel. On the inner side of the room, a flat or fifteen-degree angle desk showed five footcandles, which could be raised to seven by an easel. In the middle of the room the six footcandles could be raised by an easel to nine. This is with the lights on. Obviously the position of the seats plus the drawn shades made even a standard of ten footcandles impossible throughout the room except right under the window.

Contrast this with the other room, properly arranged, properly lighted (by natural light, since electric light had slight value in this particular room at the time). Twelve footcandles on the desk on the inner row were raised to eighteen, and eleven to twenty when the easel was raised to forty-five degrees with the floor line. On the outer side of the room twenty-eight footcandles were raised to forty-five by similar methods. On the inner side of the room, daylight alone of seven footcandles was raised to eighteen by the use of proper reading angle. In other words, proper arrangement of seats, plus maximum use of daylight without glare, plus artificial light as necessary brought this room throughout up to a thoroughly satisfactory illumination.

The practice of following the sun around the room, aided by the use of the proper reading angle, obviously pays, not only in better eyes and study but in dollars and cents. Today every teacher and school executive owes it to the taxpayer to take advantage of any such methods which either introduce economy without affecting efficiency or else make pretty good situations out of those which may have been quite impossible previously. The above findings are common and can be duplicated in any school.

Seventh, there must be a definite reconciliation between educational methods and standards of hygiene. It is silly to have a nice little spot in the classroom attractively set up as a library and then have it literally unlighted. Illuminating sins are committed in school libraries almost universally. It is quite possible that the detailed uses of any classroom may have to be worked out, perhaps in connection with the teachers of a school system, when the building is being planned rather than when the happy school family move in, as at present.



If an architect knows a certain spot will be the room library, or the place for industrial arts, or what not, he should expect to plan illumination accordingly. It is about time, anyway, that the eventual users of the school building be consulted more about its layout than heretofore. Incidentally, I have seen altogether too many teachers suffer under the worst lighting in a room, they being sacrificed to the pupils. This is particularly true under formal conditions.

Eighth, parents, singly and in organization, must be willing either to study lighting and other problems and standards in detail or make sure the schools use such consultants as are necessary. Superficial perusing of popularized material may be enough for appreciating that a problem exists. More than this is needed to influence policies and situations, especially when the average home is lighted but little better than the school. As homes improve, however, as they are now doing, it is going to be far less easy for the schools to get by with present equipment. I hope that the time is not distant when there may be P.T.A. committees definitely cooperating in improving school lighting. Much credit is due to those who have shown homes and school children the best in lighting hygiene. Nor have the paths of any who have been so engaged been smooth—because the proper thing almost invariably has meant greater expense in installation and operation as compared with the toy systems in vogue.

Summing up the whole situation, these things seem to be true:

1. Schools in general have neither adequate nor properly controlled natural or artificial lighting.
2. Standards and measuring devices are now available.
3. Proper methods of lighting are known and available.
4. Proper lighting will cost more than "we have one of those" types. Or will it, when we consider the gains in terms of efficiency and even personal damage to some degree, both to vision and the body in general, including the nervous system?
5. Proper lighting does not stop with illumination as such. It means attention to color and types of paint, to modern seatings, to proper use of even poor equipment.
6. Illumination is a matter for expert advice rather than for hasty readers and well-meaning persons whose sole efforts lie in the direction of apparent economy.
7. It is time parents, individually and collectively, had a great deal to say about the *status in quo*. And a little well-planned cooperative action would be even better.




## THE DANGEROUS AGE

**A** WONDERFUL AGE . . . when life is an unending voyage of discovery. A dangerous age . . . because young eyes must keep up with inquisitive young minds, and three-fourths of all a child learns must come to her through her eyes! Yet many parents have never learned the simple facts about eye protection during the critical growing years of childhood!

The eyes of a child *work hard* even during hours of play. And *over-strain* during this period of development may do irreparable damage. There are two common, avoidable causes of eyestrain: uncorrected defects of vision . . . improper light. One school child in every five has defective vision! And not one home in ten provides enough light for eyes to read or work or play without strain.

If there is a pair of young eyes in your home, *give them their chance in life*. Guard them from strain by adopting these two eye-saving rules for your household:

1. Have every pair of eyes examined regularly by a competent eyesight specialist.
2. Have your lighting checked by an expert. Many electric service companies provide this advisory service without charge.
3. Use Edison MAZDA lamps. They *stay brighter longer*. The monogram  on the bulb assures you of good light at low cost.



I. E. S. Better Sight Lamps are scientifically designed to protect eyes. They give an abundance of soft, diffused, glareless light. See them at your department or furniture store, lighting company, or lighting fixture dealer. And look for the I. E. S. Certificate of Approval.

GENERAL ELECTRIC COMPANY, NELA PARK, CLEVELAND, OHIO

*FREE: A new booklet, "Light—For Seeing Safely" is full of useful information about sight and light. Write for it. General Electric Company, Dept. 166-25, Nela Park, Cleveland, Ohio.*

**GENERAL  ELECTRIC**



## THE SCHOOL DOCTOR STATES HIS CASE

(Continued from page 9)

doctor, principal, teacher, and parent.

The control of contagion in school depends largely upon early recognition of the contagious child and upon getting him away from the others. The school doctor cannot count on doing this himself. Even if he could inspect every child every morning upon arrival at school he could not be sure of detecting every case of contagious disease, for a child who appeared well at nine a.m. might by eleven o'clock have developed the first signs of measles or scarlet fever and be exposing all the other children in the class.

What the school doctor can do, however, is to work with the classroom teacher who sees the children all morning. Through demonstration inspections and the discussion of particular cases he can show her what symptoms to look for and how to recognize them. The teacher is his first line of defense in his fight against the spread of contagious disease. If he is available when she finds a child showing suspicious symptoms he can advise her or the principal as to the need for sending the child home. And he can advise the mother how serious these symptoms are, and explain about calling her own doctor and keeping the child isolated until a diagnosis has been made.

Parents have a definite share in this program of protection against the spread of contagion. If you keep a child at home when he comes down to breakfast with a continuous snuffle or a troublesome cough or a sore throat, you will be protecting not only the child himself but also his classmates. And if, when he is sent home with a note, you pop him, into bed until you can get your own doctor, you may have the assurance that you are following the safest procedure. Even if it turns out to be a false alarm, and the ailment is trivial, still a child recovers most rapidly from even the most trivial ailment with rest in bed. If the school is going to protect your child and the other children from contagious disease, the teachers and even the school doctor must send them home without waiting to be sure they really have a contagious disease, for even the most skilful diagnostician often cannot tell a cold from measles in the early stages.

When an epidemic of measles or some other contagious disease breaks out, the question sometimes arises, "Should the schools be closed?" The school doctor is sometimes criticized for advising that the schools be kept open. It should be clear from the foregoing that a well child is better off in school, under the watchful eye of the

teacher, than he would be running about the streets or mingling unobserved with other children in crowded movies or playgrounds. The school staff is on the alert to catch beginning signs of sickness in any of the pupils and to isolate suspicious cases. The school doctor, therefore, is acting for



## Christmas for the Children

by Frances White

*I will make Christmas beautiful for them,*

*Firelight and forest scent and mystery  
Of gift and plan; the yearly stratagem  
Of stockings and Saint Nicholas shall be*

*A game we play while they are small,  
so gay*

*And full of fun they are, so kin to all  
The legends tell of him; and Christmas Day*

*Shall find a silvered tree within my hall.*

*The story of Christ's birth, the angels' song,*

*The wise men's words, we will together read,*

*And we will sing the carols that belong  
To that star-lighted birth, His name and creed;*

*And they shall learn the joy of selfless giving,*

*It will be priceless lore for all life's living.*



the best when he advises keeping the school open during an ordinary epidemic.

### THE PERFECT ATTENDANCE PROBLEM

**O**CCASIONALLY in his fight against contagious diseases the school doctor runs up against the "perfect attendance" problem. There are children who will hide a bad headache or a sore throat rather than run the risk of being kept home and so spoiling their attendance record. Or they may beg to be allowed to go to school in spite of feeling sick. Or the mother may think it a shame to spoil Bill's record "just for a cold." Or Bill's class may be on the point of winning a prize for perfect attendance and Bill feels he owes it to his friends not to miss a day. Whatever the reasoning, it is obviously unwise and most unfair to both Bill

and the rest of the school to let perfect attendance come before safety. As a matter of fact, at a recent national health conference, three school systems reported that they had had better attendance records since they had abolished prizes for perfect attendance and had substituted campaigns for keeping the children at home when they showed signs of sickness, including colds. This is reasonable enough, for it would mean that there was less chance of contagion in the school, and that those children who did get sick were caught in the early stages and recovered sooner than they might otherwise have done.

### ACCIDENTS AND FIRST AID

**W**HEN Dorothy wrenches her ankle badly on the playground, the school doctor, if he is within call, will give first aid and send Dorothy home with instructions for further care until her own doctor can see her. The school doctor's judgment regarding the extent of the injury is an important contribution to guide the parents in further care, but treatment is not the function of the school. Medical service should not be confused with the educational job of the school. The school doctor, however, does have a responsibility to see that the parent understands the nature of the injury and the consequences of neglect. Here is where the nurse contributes her share by follow-up to insure that the physician's advice is thoroughly understood. If Dorothy's parents are believed to be under economic stress so that medical fees are beyond their slender means, the nurse continues to advise until the necessary medical care is obtained. It is her business to know the community medical resources so that X-ray or whatever surgical attention is needed can be obtained for any child who might otherwise suffer from medical neglect. Here again the school physician is an adviser and so assists the nurse in carrying out her program of protecting against medical neglect.

As to minor mishaps such as cuts and scratches, the tendency now is to teach children to administer their own first aid and not to depend on the doctor or the nurse. The logical person to give this instruction is the classroom teacher.

### SCHOOL AND HOME SHARE RESPONSIBILITY

**T**HE idea that the school shares the responsibility for the health of pupils has been growing steadily for the past twenty years or more. The establishment of a school medical service is one of the results of this growing idea. But as I have tried to show, the medical service provided by the school system is only a small fraction of the total service needed for the school popula-

tion. The preventive and remedial aspects of the health of the individual child are still the responsibility of the home.

According to the amount of time and assistance he is given the school doctor can discover many physical handicaps that will profit from his advice. He can make clear the reasons for and the importance of medical attention, and, through the medical profession and various social agencies, aid in procuring medical and surgical service. His advice to the school personnel on arrangements for pupils whose health requires special consideration from either the physical or the educational standpoint is an important contribution, as is his part in the control of communicable disease. But his chief value lies in his being a link between parent, teacher, and child on the one hand, the community resources for prevention and cure on the other.

The school doctor's opportunities vary with the personnel of the medical staff under him and with the set-up of the school system. Some schools provide more medical service than I have described; others provide less. The child who suffers from medical neglect always appeals to our humanitarian impulses. Many schools, therefore, are impatient with the delay in finding medical service through the other resources of the community. They insist that the school physician provide whatever medical care or treatment is necessary. This is a large order, and it quickly involves the physician and the nurse in expensive procedures which interfere with the logical function of the school—education. As the school is a democratic institution, it has no right to limit treatment to those with small incomes. The school has responsibilities enough of its own to provide an effective educational program; and to interfere with this educational program by an attempt to meet the demand for a more adequate distribution of medical care will only bring confusion to both problems. The school physician fills a most important need when he discovers the inadequacies of our present distribution of medical care; when through his examination and study of large numbers of children he reveals the amount of neglect of medical service and guides the community in developing the resources to meet the needs of every child. No more important contribution to child health can be made.

If you do not know your local school doctor, then it would be worth your while to make his acquaintance and find out just what he is trying to do, and how best you can cooperate with him and the various agencies of your community.



"Saw Jim Todd the other day, Mary . . . Poor fellow."

"What's he doing, Henry?"

"Nothing . . . still nothing . . . Nigh on to three years, he tells me. A master painter like him, on relief! He hasn't got a dime, Mary. Jim and me's too old, now, to get a job. People don't hire 70-year-old painters."

"Well, dear, that doesn't worry us any more, does it?"

"No, Mary. We've all we need. Nice little home . . . eighty acres of ground . . . good orchard. Guess we'll clear over five hundred dollars this year . . . We'd have been just like Jim Todd's folks, though, if it hadn't o' been for our Investors Syndicate contracts."

"You know, Mary, when times were good, and I had plenty o' work, I used to think of that old sayin'—'Save the surface and you save all'—Remember? And I says to myself, 'Hank, that's good sense for you. Then, when the stormy weather comes—and it's sure to come—it can't do you no harm.'"

## THIS IS ANOTHER STORY FROM LIFE†

Henry Tracy learned *his* lesson from paint. Each month, regularly, he saved "the surface" of his wages—the part he might have spent foolishly . . . And when the storm broke—when even a young painter couldn't find work—he called upon his Living Protection Reserve, and an Investors Syndicate representative put a check for \$2,000 in Henry Tracy's work-scarred hands. He completed the purchase of a small farm in the middle west, and he still has a substantial cash reserve that he hasn't so far required. There isn't a financial cloud on the horizon.

Whose money will *you* live on, when you're too old to work? Fortu-

nately, you can *answer* that question, today. You may not be able to answer it, "tomorrow." Let an Investors Syndicate representative explain to you a plan whereby a man can figure *exactly* how much he can depend upon, 180 months from today.

He will show you how \$10 a month, regularly set aside, will produce \$2,500—or how \$40 a month, regularly, will build a fund of \$10,000. In the meantime, write Investors Syndicate, Dept. NP512, Minneapolis, Minn., for your copy of "A Well-Balanced Program." It contains specific examples of similar funds. Do well by yourself today—you'll be well done by . . . "tomorrow."

†An actual experience related by client. For obvious reasons, both names and character identities are changed.

# INVESTORS SYNDICATE

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Offices in 53 principal cities—Representatives throughout United States and Canada. Affiliated Companies: Investors Syndicate Title & Guaranty Company, New York—Investors Syndicate, Ltd., Montreal.



## SHOPPING NOTES FOR SANTA CLAUS

(Continued from page 11)

along this line. Your gift may make either a major or a minor contribution to the young enthusiasts and be equally acceptable, whether, for example, it be an expensive aquarium and a supply of fish food, or even one goldfish in a small globe.

And speaking of goldfish, most children are thrilled to have any pet, be it a turtle or a pony. The fact that parents are not always so overjoyed urges consultation with them beforehand, lest the child have to part with his bull frog even though it was just what he wanted!

Music is another creative interest to consider. Does the youngest child have bells to shake, a drum to pound and listen to? Preschool children enjoy and can learn a good deal about rhythm by playing a triangle or a xylophone, by shaking bells to the accompaniment of the piano, phonograph, or radio. A child who is fond of music would love to have recordings or sheet music of his favorite selection. One young composer was thrilled to be given a supply of ruled musician's paper; another high school girl who received a similar gift found it enabled her to enlarge her collection of folk songs inexpensively by copying the music herself.

**UNDOUBTEDLY** you all think of dolls when you think of the dramatic play of young children, but toy animal sets, Noah's Arks, circus sets, steam shovels, trains, trucks, airplanes, and fire engines also stimulate dramatic play in the younger children. If the child already has a goodly supply of dolls, you could give doll clothes; the girl under three years will be happier with a number of pieces of cloth than with doll dresses simply because she is unable to manage the rather difficult job of getting the doll's head and arms into the clothes. The preschool child is also encouraged to dramatic play by any equipment for playing house: furniture, stoves, laundry sets, telephones, dishes, trunks, and so on. These same gifts are suitable for the older child, too. Perhaps the doll lacks a rubber rain cape, or a toy parasol, or a toy bracelet. Doll houses and furniture for them delight the little girl, and houses big enough for the child to get into are popular until fairly late in the school child's dramatic play. Equipment for toy stores, such as money, cans, and food containers, encourage dramatic play, too. Children both young and old delight in dressing up in costumes. The preschool child will be happy with pieces of cloth which he can put on and take off easily. Older boys will have grand fun in Indian and cowboy suits. The ado-

lescent who goes in for stage production would be pleased with any equipment for his plays; perhaps he needs costumes, scenery, or more stage properties.

Since children are so very social by nature, almost any toy can or will be used in social play. This is particularly true of the gifts suggested for dramatic play. Certain gifts, however, are particularly good for furthering social contacts. For the very young child there could be no better device than apparatus which requires more than one child to operate, for instance a seesaw. For older children tea party equipment, parlor tricks, motion picture projectors and films, instruments for a toy band or a real orchestra are

### WINTER SONG

by REVAH SUMMERSGILL

Ice-heavy branches dipping low;  
The white bough breaking;  
Ice-covering on slope and plain;  
A low wind shaking  
The crystal pendants in a song  
Of winter's making.

examples of toys that encourage social participation.

Games, of which there is infinite variety, are one of the best means to encourage the child to play with others. Does the child have games for active play outdoors, such as croquet, miniature golf, or tennis? Does he have some for use indoors, too, such as ping-pong or indoor archery? Then there are the games which require more mental effort, such as cards or checkers or anagrams. Children under ten years seem to prefer games that have rather definite rules to follow. In general, games which provide for some element of skill are more valuable to the child's development than are those in which the outcome is entirely dependent upon chance. However, the latter kind does give the younger children more opportunity to excel over their older brothers and sisters. One mother said she was always glad to see plenty of games beneath the Christmas tree, for they offered a splendid opportunity for family get-togethers. She and Dad played tiddledy-winks with the younger ones, checkers with the older ones, and then the whole family had a croquet tournament!

Any good toy stimulates mental activity in the child, but there are cer-

tain ones suitable for children of school age which do so more directly. Such toys provide enjoyment and at the same time are most helpful to the young scholar. Thus there are questionnaire sets, blackboards, globes, printing outfits, anagrams, geography games, map puzzles, and author games. Older children may find the burden of home-work lightened if they have their own study table or desk, with accessories such as a typewriter, a fountain pen, pencils, erasers, and a lamp.

**THERE** are certain cases which do not lend themselves to selection by the preceding principles. Perhaps you have on your list a child who is ill or convalescent. One aunt gave her niece who was recovering from an illness a shoebag to hang by the bed with the holders filled with crayons, scissors, papers, pencils, and a tube of paste. If the child can use his hands, he might also enjoy mat weaving, clay, stencils, beads to string, spool knitting, or puzzles. An older girl would enjoy knitting or crocheting, while a boy might pass some time whittling.

Most sick children love a good supply of old magazines; they can look at the pictures and make scrapbooks and collections. One child learned a great deal and spent many happy hours making a collection of pictures of different methods of transportation. If the child is unable to use his hands, he might enjoy a prism or a chime to be hung in the window. Often the sick child delights in a cuckoo clock or a music box; a fish bowl or a miniature greenhouse gives the child something alive to watch day after day. One mother found that her sick child enjoyed cheap mechanical toys, e.g., a doll which wound up and danced, although he would quickly tire of such a toy when he was well and active. Another mother suggested a "daily surprise" box, containing numerous small toys and gifts from the five and ten cent stores.

It sometimes happens that a person wishes to give a gift to a child who lives far away, and knows very little about the child except his approximate age. In that case, it is wise to give some sort of adaptable material or toy so that it doesn't matter if the child has duplicates. Any preschool child can use more blocks; any school age child can use more crayons, more paper, or more marbles. Or the person could send money to the child's parents and have them select a suitable gift, or let the child do his own spending.

**MANY** homes in these times cannot afford to spend much money for toys, but it is not necessary to do so. Excellent blocks can be made by any carpenter at a cost considerably less than



that of the manufactured sets on sale in the stores. A further advantage in having them made is that one can have as many as one wants in any desired shape. Paper for easel painting is quite inexpensive if one gets it from the local newspaper, and almost any printing concern has quantities of paper of all sizes and colors which it will often give away. One father found he could get all the wood he desired for his young carpenter son simply by going to the lumber yard and asking for a barrel of odds and ends.

The ingenious adult will also find that he can make many ideal substitutes for more expensive toys right at home. An empty carton filled with pebbles is a fine toy for a toddler to pull after him by a string. One woman made a nested toy for her young nephew by carefully smoothing off tin cans of different sizes and painting them in bright colors. Another parent took some old discarded bed springs, covered them with the canvas from a worn-out tent, and thus provided his two youngsters with a fine piece of equipment for bouncing and jumping. Often, too, several friends or relatives can join forces and buy a child some more expensive piece of equipment than any of them could afford singly.

By all means let your own children share in planning the gifts for other children. If Mother comes home and announces, "Here is a game for Bobby to give Cousin Edith, and here is a doll for Mary to give to Jane, and here is an Indian suit for Jack to give to Tommy," the children have lost a chance to learn how to make suitable selections and have been deprived of a good deal of fun, too. They can even make some toys to give away; for instance, they can cut out pictures and paste scrapbooks, they can make boats and doll's furniture and doll's clothes. Christmas is always more fun, I think, if you have had some part in the preparations.

Finally, once you have decided on a gift, be sure that the toy is sturdy and well made, for it undoubtedly will receive hard wear. Some toys, of course, are necessarily delicate, but they are of value to the child in that they teach him how to handle things carefully. If the toy is for the baby or a very young child, one should be sure that it is safe and harmless, free, for example, from glass eyes that can be pulled out and swallowed; they should also be easily cleaned or laundered. It is the right of every child, too, to have toys that are artistically pleasing.

If you have thought carefully about the child for whom you plan a gift, considering his stage of development, his interests, and his needs, I am sure that you and every child on your list will have a very merry Christmas indeed.

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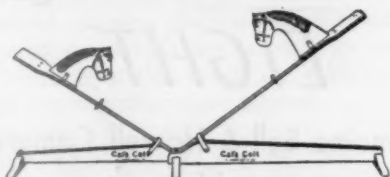
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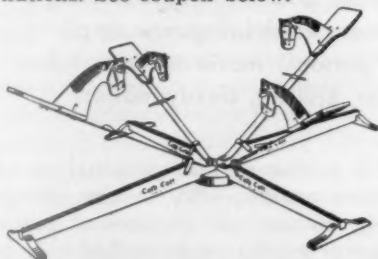
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- ☐ Cal's Colt Circus (Four Number 2 Colts) \$20.00

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## HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

### Parent Education Study Course: The Progressive Home



#### ● MANAGEMENT OF MONEY IN THE HOME

by FLORENCE BARNARD

(See page 14)

##### I. Points to Bring Out

1. "Every self-respecting individual who is financially independent is an asset to his country." Financial independence is not attained by hit or miss methods. It is the result of training and practice in systematic money management.

2. The family as a unit is a type of business partnership in which there are junior and senior partners. Each partner should know the condition of the "business"; that is, the family income and channels of expenditure, and should develop a sense of responsibility for conducting well his share of the business. The senior partners should play the leading rôle in the handling of money, and in guiding their junior partners in its use. Too heavy responsibility should not be placed on the youngest partners.

3. It is not so much the size of the income that is important as the skill that the family has in using it. It has always been true that "money saved is money earned." It is well to distribute the income proportionately among—Saving, Giving, Necessities (material or physical needs), and Betterments (educational or recreational needs).

4. Management of money can be made as interesting as any game or puzzle. Children interested in making a success of their part in managing the family income are on their way toward sound money management as adults.

##### II. Problems to Discuss

1. What are some ways of making children interested in money management? How early can it be started?

*Note.* Herein is a fine test of the ingenuity and tact of parents. The pooling of ideas and results of experimenting will be most profitable to each and every parent in a study group.

2. Why is it desirable and important to have some definite goal in managing the family income? How important is a goal in a game? How early can a child understand and appreciate the value of a goal?

3. Give reasons why each of the following four uses of money are essential for happy and successful living:

(1) Saving (2) Giving (3) Necessities (4) Betterments.

4. What percentage apportionment among these uses may be regarded as a desirable goal to approximate? Give reasons for each. On what principle should the variations be based? Express in three words each, three basic rules for managing money successfully.

#### SUGGESTED READING

Davis, Horace W. *Money Sense*. New York: McGraw-Hill Company. \$1.50.

Lawrence, Josephine. *If I Have Four Apples*. New York: Frederick A. Stokes Co. \$2.50.

*Money Management Education in Homes and Schools*. Washington: National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W. 5 cents.

*Parent Education Fourth Year Book*.

"Home and School Use of Money," by Esther McGinnis. Washington: National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W. \$1.

*Parents and Purse Strings*. New York: Bureau of Publications, Teachers College, Columbia University. 65 cents.

*National Parent-Teacher Magazine*. Barnard, Florence. "Money Management." January, 1934.



## 'TWAS THE MONTH BEFORE CHRISTMAS

(Continued from page 21)

all our weeks of planning surprises, and jealously guarding our many secrets, we were hesitant for a moment to step through those doors. It was a time to cherish, and hold close. Indeed, it was perfect.

The suggestions I have enumerated here may or may not appeal to others. They are just a few of the things that went to make up a lovely time in my own family. In looking back on each succeeding year, the presents themselves don't seem of much importance. They have long since been forgotten. But the deeply spiritual beauty of this season has lasted. It is a time for inner growth—a time set aside for understanding and loving those near and dear to us. When I hear unimaginative people saying so forcefully these days, "We just can't afford to do Christmas in the lavish old way, so we're not going to do anything. The family will just have to understand, and we'll get through some how. We simply can't afford it," I think, how silly! Few of us can afford to miss it. And the least of it is finances. Just try a real old-fashioned Christmas. And may it be a very happy one!

## What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are two important reasons why older boys and girls are likely to rebel against parental authority? 7.
2. What factors should be taken into consideration in choosing gifts for a child? 10.
3. What are the attributes of the adequately and efficiently lighted classroom: How may they be achieved? 12-13.
4. How can a family manage its income so that it will go as far as possible? 14-16.
5. In what ways can a family work and plan together for a real Christmas? 20-21.
6. How may we plan to meet the needs of youth? 22.
7. How do home and school share the responsibility for children's health? 31.
8. What are the advantages of making use of radio in the classroom? 44.

## "I wish we had more mothers like you, Mrs. Hardy!"



## "Yet My Secret Is So Simple..."

*This Mother Says*

"Child Prodigies"? No! Roger and Ethel Hardy are simply bright, normal children who have been so trained that they charm and delight everyone. Grown-ups are instantly attracted to them, and other children willingly accept their leadership. They are entirely free from the stubborn bad habits and difficult "moods" that spoil so many children, and here is how their mother explains it.

## "I Knew Lovable Children Didn't Just Grow"

**R**IGHT from the day they started school Roger and Ethel won their teachers. Naturally it makes me happy to know that even in the most trying situations for young children . . . adapting themselves to discipline, meeting new playmates and older people . . . Roger and Ethel have been outstanding. But I can't take the credit myself. I've had no more education than the average mother . . . nor have I ever even been interested in child psychology fads.

"Mr. Hardy and I decided long ago that we wouldn't trust to luck in raising our children. We decided to bring them up according to a logical *plan* . . . not trusting to later education to overcome faults of character we knew could set in even in the first year. So we investigated thoroughly! And after talking to dozens of parents, the evidence seemed to point to one particular plan . . . 'My Book House.' And we are certainly happy with the results."

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. . . girls, aged . . .

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# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## ADULT HOMEMAKING PROGRAM

### Kansas

**T**HE Kansas State Board for Vocational Education, at Topeka, has on its staff two full-time itinerant teachers who offer an all-around training program in homemaking for adults. The lessons conducted by one itinerant teacher cover food for the family, clothing for the family, home management, home care of the sick, consumer education, home planning and furnishing, hospitality in the home, and child care and development. The other itinerant teacher conducts discussion classes in parent education which includes groups of mothers of preschool, school age, and adolescent children.

This program is made available through the cooperation of local school authorities. Generally it is the superintendent of schools, through the cooperation of the parent-teacher association or other organized groups, who is responsible for the publicity of the work, the organization of classes, an office for the teacher, a meeting place for the classes, necessary equipment, stenographic help, and for making a report of the work to the State Board for Vocational Education. There is no cost to the local community for the salary of the teacher.

Each group—and usually there are four to six of them—meets once or twice a week during the four or six weeks that the teacher is in the community. The number of groups organized depends upon the size of the city and the number of persons interested in the work. A minimum enrolment of fifteen women is required before a class is organized. These classes are usually held in school buildings located in various sections of the community.

Recently one of the important direct results of the parent education classes has been the formulation of programs under lay leadership in many of the cities in which these classes have been held. A carefully selected group of women is organized to continue the work, following the period of instruction under the leadership of the itinerant teacher, and to assist the local groups along the lines of their interests as developed in these classes. Some of these groups under lay leadership have continued studying various phases of parent education, building

up the P.T.A. library in schools, and, in some communities, the lay leadership groups have continued meeting once a month for further discussion of their work.

During 1934-35, over 6,000 women and a materially smaller number of men availed themselves of this opportunity to attend classes in various phases of homemaking. An increase in the number of men is desired. In addition to such work in the cities, numerous calls are constantly received from parent-teacher groups, women's clubs, and similar organizations in communities adjacent to cities where these classes have been organized and, wherever possible, these calls are responded to when such meetings can accomplish the direct objectives of this program.

In addition to the P.T.A., other organizations such as the American Association of University Women, Federation of Women's Clubs, church groups, men's civic clubs, teachers' associations, and high school student bodies learn of the parent education program through talks and discussion groups conducted with members of these organizations.

A permanently effective program of this nature can best be developed when cooperation is secured from all of the local civic agencies which are represented in the area being served.  
—ROSE COLOGNE, *Field Worker in Parent Education, State Board for Vocational Education, Topeka.*

## LEADERSHIP TRAINING CONFERENCE

### Utah

A Leadership Training Conference for parent-teacher associations, in cooperation with the Utah State Agricultural College Extension Service, was held on the college campus at Logan, Utah, in July.

The conference was under the direct supervision of the Utah Congress of Parents and Teachers, in cooperation with the extension service of the college. The college is situated at the mouth of one of Utah's most beautiful canyons, and with its cool, breeze-swept lawns, its spacious dormitories, and ever-popular cafeteria, afforded an ideal "home" for the conference delegates. The sixty-five delegates from all parts of Utah included P.T.A. members, teachers, supervisors, home

demonstration agents, and many others.

The class work, the first week, consisted of an intensive course in parent-teacher organization, under the direction of Mrs. Arch J. West, president of Utah Congress of Parents and Teachers, assisted by other state officers, which included an oral panorama of the P.T.A. from its inception to the present time, and a demonstration of "How to Organize a Local P.T.A." This was given in the form of a "skit" showing the interested patron, the unconvinced school principal who had to be converted by argument or discussion to the need for a P.T.A., the follow-up meeting of patrons, resulting in the election of officers and appointments of important committees. The demonstration concluded with a brief "skeleton" of a regular local P.T.A. meeting, including a demonstration of the use of P.T.A. publications.

Discussion and demonstration of homemaking phases were led by extension service home demonstration specialists. Such subjects as suitable clothing for children, providing a place to keep children's belongings, and the school lunch were among the topics discussed and demonstrated by the use of films, exhibits, models, and guide references.

Parent education classes led by Alice Sowers, Parent Education Specialist of the National Congress of Parents and Teachers, discussed the relationship of parent education groups to the parent-teacher organization; the different types of programs; the goals of parent-teacher programs; how those programs may be based upon the needs of the community and what parents gain from them.

Through the courtesy of the college, the delegates were permitted to attend general lectures given by visiting speakers of the college summer school.

The second week of the conference consisted of classes in program building for parent education, homemaking, child development, and mental hygiene, in discussion groups in mental growth and mental hygiene of adolescence; and adult life, and general lectures by visiting speakers.

Through private talks, classes, conferences, and demonstrations came a better understanding of the parent-teacher association, its objectives, purposes, and goals. A closer under-



One of the "stained glass" windows made by school children for their Christmas pageant

standing and cooperation was built up between education leaders and parent-teacher groups; lasting friendships were made, and we feel that the conference will have far-reaching results in speeding interest and growth in the parent-teacher field.

The Utah Congress of Parents and Teachers is already looking forward to a yearly recurrence of another such cooperative conference which the U. S. A. C. Extension Service Department says may take place.—MRS. GEORGE Q. CANNON, *District Music Chairman, 3066 South State Street, Salt Lake City.*

#### CHRISTMAS PAGEANT ENLISTS COMMUNITY INTEREST

##### California

In all the pleasantly modern adaptation of Christmas to an airplane and *Normandie* age, the grown-ups as well as the children of the neighborhood about Point Loma Junior and Senior High School felt something still to be desired. They wanted a more real participation in the spirit of Christmas—to share Christmas as a community. These children and their parents and teachers felt that a project enlisting large numbers of children, parents, and teachers in a common creative effort goes far to identify the interests of home and school.

As Point Loma School and the parent-teacher association worked it out, it was decided to dramatize Christmas for the whole Point Loma community.

Said the P.T.A., "We'll find a way to finance the project as our Christmas present to the community and the school." Said the play coach and his students, "We'll find just the right drama about which to center the pageant." Said the art students and

teacher to the students in stagecraft, metal, and woodshop, "We'll change the auditorium so you'll never recognize it." Sewing mothers and girls were ready to stitch when it would be decided what to stitch. Gym and music classes were on their toes to go at the signal.

Dickens' *The Christmas Carol* was chosen as the play which would strike the keynote of Christmas and present the motif for the pageant. The drama department planned that the whole play should be seen through a transparent scrim curtain at the front of the stage, with lights of varying brilliancy to emphasize the contrast between the clear-cut reality and the hazy dream quality of different scenes in Dickens' poignant allegory. For example, the scene where the clothes of the dead Scrooge are sold in the Marine Shop was dimly viewed through the scrim curtain with a ghostly light upon the squalid figures only. The Cratchit dinner table, on the other hand, was seen in bright light through the curtain. Along the front of the stage in front of the scrim curtain the spirits conducted the dreaming Scrooge to each new vision while scene changes were being arranged behind it.

Upon this scrim curtain, students painted a snowy street of English houses. Lights in the auditorium and darkness behind the curtain brought the English street scene just within the proscenium arch; while lights behind the curtain blotted the street scene out so that the play came through the thin veiling to the Christmas audience.

The atmosphere of Scrooge's England was further heightened by street lanterns on lamp posts flanking the forestage in front of the arch and the orchestra pit below. These lamp posts were pivotal for dances and carols of street groups in a pageant of song and dance. The auditorium windows were transformed into stained glass and the auditorium into the nave of a cathedral awaiting the advent of the community on the nights of the Christmas pageant.

Students sketched and perfected each composition for the window decorations on panels of wrapping paper. Then they transferred these compositions to parchment paper, colored them, and by the use of lettering pens and India ink gave the leaded appearance necessary for the effect of a stained glass window. As a result of the work of dozens of hands, eight windows, electrically lighted from behind, representing Faith, Knowledge, Inspiration, Work, Family, Devotion, Service, and Humanity, gleamed richly down upon the Christmas crowd. Within this adequate setting, a pageant of carols and dances, orches-



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#### "SERIOUS FACTS ABOUT YOUR BABY'S DIET"



PHYSICIANS recommend certain fruits, vegetables and cereals for babies. That these foods may be easily digested, straining is advised. But should they be stale, improperly prepared, or of poor quality, significant loss of food value may occur.

Heinz Strained Foods consistently provide the food values that your doctor recommends. The American Medical Association's Committee on Foods officially designates Heinz Strained Foods as acceptable. When your baby eats Heinz Strained Foods, you know he is getting the nourishment the doctor expects fruits and vegetables to supply. Your baby will likely show a definite preference for the rich, natural color and garden-fresh taste of Heinz Strained Foods! Order a few cans from your grocer or druggist—and play safe with baby!



#### SEND FOR THIS BABY DIET BOOK

It contains authenticated up-to-date facts regarding vitamins, minerals and other nutrients your baby needs. Also much reliable information on infant care and feeding. To get a copy, send labels from 3 tins of Heinz Strained Foods or 10 cents—to H. J. Heinz Co. Dept. NP212, Pittsburgh, Pa.

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azine I can say sincerely that it fills a  
real need in our everyday life in relation  
to our most precious responsibilities—our  
children."—Mrs. D. V. H., Bridgeton,  
New Jersey.

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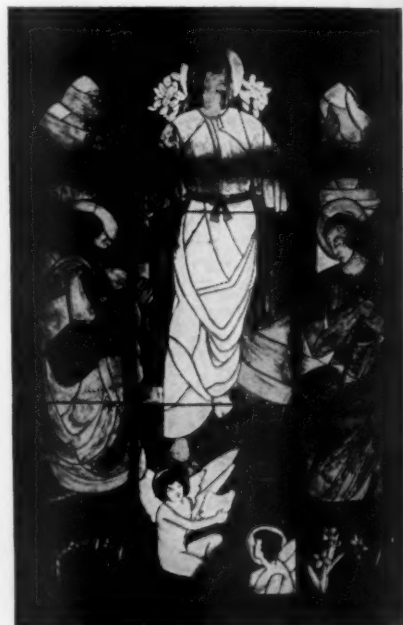
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tra and chorus was interwoven with  
the story of Scrooge.

Before the counting room scene, be-  
tween scenes, and at the conclusion,  
singing, dancing English crowds filled  
the aisles of the auditorium as though  
they were English streets and  
thronged up the stairs on to the fore-  
stage in front of the scrim curtain  
with its snowy row of English houses.  
First, dozens of boys and girls in  
country costumes of merry England  
danced *The Black Nag* to the orches-  
tral accompaniment of "Farandole,"  
creating the illusion that the audience  
and the dancers and the cathedral  
windows and the street lamps and the  
English houses in the snow were all  
part of an actual Christmas scene.

Newcastle, authentic old English  
square dance, to the tune by the same  
name, was incorporated into the scene  
in Fezziwig's workshop. Between two  
other scenes small serenaders under  
the street lamps, to the music of  
"What Child Is This?," danced the  
quaint *Green Sleeves*, which takes its  
name from the trailing green sleeves  
of the page costumes worn by small  
boys and girls. As a lovely climax to  
the dance, the dancers formed them-  
selves into a Christmas tree with



Another of the eight windows  
in the Point Loma Junior and  
Senior High School

branches made by arms draped in the  
long green sleeves.

At still another point between  
scenes, English lads, and English  
lassies in poke bonnets and capes,  
danced down the aisles, depicting the  
holiday spirit as suggested by old  
English scenes on Christmas cards.  
One of the loveliest bits was the  
English lady and gentleman in an  
English drawing room.

Just as soon as the regeneration of  
Scrooge was accomplished, folk dan-



cers filled the aisles and forestage in a grand finale, timing their dancing with tiny bells, to suggest sleigh-riding parties, and singing gayly childhood's old favorite, "Jingle Bells."

Just as carol singers sounded the keynote of good feeling at Christmas-time long ago, so Point Loma carol singers sang the Christmas songs in hospitals and about the streets on the night before the Christmas pageant. They sang in the halls at school during the next day, completing the participation of hundreds, rather than handfuls, of people in Loma's community Christmas. On the night the carol singers made the rounds of the city hospitals and the Point Loma neighborhood, the mothers at school had hot chocolate and sandwiches ready for them at their last stop, where, like Little Tommy Tucker, they sang for their supper.

This Christmas pageant was enjoyed during one holiday season and then, last year, by a widespread request to the P.T.A. and the school, it was repeated with a feeling on the part of all participants "that for two years we had had Christmas as we like it."—A. BESS CLARK, *Point Loma Junior and Senior High School, San Diego.*

## COUNCIL STUDIES CITY GOVERNMENT

*Tennessee*

The Knoxville Council of Parents and Teachers adopted three objectives for its 1934-35 program: a better knowledge of the city government, its organization and function; promotion of an extensive health program; and emphasis on children's reading.

Due to the depression, services of schools, health, and libraries were being seriously curtailed.

Health and citizenship conferences were held each month preceding the regular business meeting of the Knoxville council. Program and Citizenship chairmen from twenty-nine local units were called together to discuss and hear speeches on subjects such as the following: Our City Charter, Provisions and Purpose; City Planning, Playgrounds, Parks, Relief Hospitals, etc.; Our City Schools; Our Schools Compared with Others; Our City Library; Our City Health Department; Taxation to Meet Needs of City Government; Tax Delinquency Versus Tax Relief; Efficiency of the Administration of City Services.

Each week the Knoxville council sponsored a half-hour radio program, fifteen minutes of which were given over to citizenship, following the above outline.

Health chairmen from the units heard talks and discussed the following subjects: Children's Diseases;

What I Should Feed My Family; Growth and Development; Maternal and Infant Hygiene; Mental Hygiene Versus Institutions for the Insane; Social Hygiene; Cancer, Diabetes, Heart Disease; Economics of Health; Typhoid and Sanitation.

During the month of November, the Knoxville council helped sponsor a diphtheria immunization drive, during which 5,100 white and 798 colored children were immunized.

In Children's Reading, seven schools sponsored study classes which met once a week for six lessons, under the leadership of staff members of the public library, some classes meeting at the school and others at the various homes. New books were secured for class work by our city libraries through the Julius Rosenwald Fund. Persons attending each class received official certificates from the Vocational Division of the State Department of Education.—MRS. L. A. RICHARDSON, *President, Knoxville Council of Parents and Teachers, Knoxville.*

## HOT LUNCHES FOR COLD DAYS

*Texas*

Serving a hot lunch to the school pupils is a major project of the Spring Creek P. T. A., at a small school among the oil derricks near Borger, Texas. The association not only furnishes food for a hot dish every day, but prepares and serves it as well.

The plan of procedure is as follows: At the beginning of school, in 1933, a leader was appointed to supervise the kitchen and to work out a schedule whereby two mothers in the community could go each day to the school-house to cook. "But what will I do with the smaller children?" asked some mothers who were willing to do their part but who could not secure the service of a nurse to care for their babies while they were away from home.

"These oil field workers have certain days off each week," they were told. "Don't you suppose that your husband would care for the children at least one day out of each month?" In almost every case it was so arranged, and an entry of the days on which the fathers agreed to care for the children went into the notebook used in making out the final schedule.

"Even if the work is arranged successfully, how can we ever raise money in these hard times to buy all those groceries?" inquired the skeptics. The Finance committee worked out plans providing that a can of "something for the kitchen" should be the entrance fee at the first social meeting. Catching the spirit, one of the trustees, a rancher, gave a baby beef, and the local home demonstration club canned it as one of their scheduled demonstrations. Other gifts of pota-

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toes and canned goods were brought in. Means of raising money at various times during the year were a pie supper, a quilt raffle, and an auction sale, netting in all a hundred dollars for the grocery fund.

The first cool days of autumn found every child in school lining up for a serving of rich vegetable soup one day, fluffy mashed potatoes the next, followed by steaming cocoa, nutritious beans topped by a slice of onion, potato soup made with milk, or fragrant chili on successive days of the week. Jaded appetites disappeared. More than one pupil was heard to remark, "The food smells so good cooking that I can hardly wait for lunch time. This makes cold sandwiches taste good."

An average of seventy-five children were served daily. Seventy-five cups or bowls to fill and hand to eager grade school children, and then—oh, for a dishwashing machine—seventy-five cups or bowls and seventy-five spoons to wash and put away!

So successful and popular did the plan prove that at the beginning of 1934-35 it was unanimously voted to continue the project, following the plan developed the previous year. Since the school was growing, larger kitchen utensils were provided, and uniform large cups were purchased to take the place of the miscellaneous collection that had been donated by the pupils.

This efficient organization is a long stride in advance of the condition found in 1932, when the kitchen was furnished by a few interested patrons, and the teachers and pupils prepared cocoa and soup from materials brought from home. It is a project that has furnished satisfying dividends in more than child growth; it has fostered community spirit and unified previously unrelated groups. Two years of successful operation have carried the project beyond the experimental stage and have proved conclusively that "it can be done."—ALMA MCNEILL, 246 West End Avenue, New York City.

#### **P.T.A. PROMOTES GOOD HEALTH** *Nebraska*

The Central City P.T.A. sponsored a nutrition class which extended over a period of five months the past year. Milk and graham crackers were served to from forty-five to sixty-five undernourished children twice a day. Practically the entire expense was borne by the P.T.A., the money being raised by donations from clubs and individuals, by public programs and a "Winter Ball." The play, "A Howling Success," was presented this spring with a good margin of profit.

The doctors and dentists donated their services for the annual Summer

Round-Up and the children were given a thorough physical examination. A permanent Child Health committee is at work during the year, and operations, glasses, medical and dental care are provided for the children in need of such attention. The motto for the year was: "Service to the children of Central City."

\* \* \*

The P.T.A. of District 5, Sarpy County, Omaha, participated in a variety of activities during the year 1934-35. During the summer of 1934, free library hours were maintained weekly with paid librarians at each of the three schools—Avery, Riverview and Chandler. Classes in home management and budgeting were also conducted. The Welfare committee served free milk daily to undernourished children of the district throughout the year. At the free preschool child clinic held in May, 1935, one child was rated perfect and several children were found to possess perfect sets of teeth. The clinic is an annual spring activity, conducted for the correction of health defects before the entrance of children to school in the fall. Six children were given medical and optical examinations, and two, dental treatment. Founders Day was celebrated with a patriotic program, in which all the past presidents participated.—*Adapted from the NEBRASKA PARENT-TEACHER, September, 1935.*

#### **SUPERVISED PLAY ARRANGED BY MOTHERS**

*Missouri*

Last December, after the study group of our Washington School P.T.A. discussed the subject "Play at School," the mothers took cognizance of the fact that while the children's play was supervised at school during the winter, these youngsters were literally turned out upon the streets in the summer. Our city has not yet realized the importance of recreation centers to the extent of providing them. We talked the situation over and decided to plan something along the line of supervised play for the children during the coming summer. When "Planning the School Child's Summer" in the Parent Education Study Course appeared in the April issue of the NATIONAL PARENT-TEACHER MAGAZINE, we decided definitely to crystallize our plans.

As our school draws its pupils from a part of the business section and from an outlying factory district, the schoolground is too far away from the homes of most of the children to be the logical play center. Neighborhood playgrounds were, therefore, organized under the supervision of a group of mothers who volunteered to take charge.

The school district was divided into seven "neighborhoods," with two mothers in charge in each neighborhood, except in two cases where one mother felt she could handle the group. The mothers in charge were organized into the Neighborhood Playground Mothers committee.

Equipment for each playground, including croquet sets, balls, bats, horse-shoes, and basketball goals, was donated by the parents in the neighborhood whose children enjoyed the benefit of it. Circumstances during the summer forced the abandonment of one playground and the consolidation of two more with others, so we finished the summer with four outstanding groups.

Where to have these playgrounds was a question from the beginning, but after the work was definitely started, owners of ground cooperated splendidly. The congregation of one church offered its grounds, and had electric lights hung so the place could be used at night. The pastor of the church took entire charge of the boys on that playground. In another district, two mothers cleaned a wide alley that was never used and made a fine playground out of it. The mothers arranged the times when the children were to come to the grounds and planned and supervised all activities. Many groups were taken swimming and on picnics by the mothers in charge.

At the close of the summer a program was presented in which children from all the groups participated. A lumber company furnished all the seats free, and the utilities company provided all lighting at no expense to us. A refreshment stand sponsored by the P.T.A. netted us a small fund toward buying equipment for the work next summer.—GLENDA MABREY, *Chairman, Neighborhood Playground Project, Washington School, Cape Girardeau.*

#### **P.T.A. POSTER CONTEST** *Washington*

A P.T.A. poster contest was conducted last spring by the Washington Congress of Parents and Teachers, in which each local P.T.A. in the state was invited to enter at least one original poster-panel. From eighty-five original posters entered in the contest, five posters, selected by the judges, were displayed at the May meeting of the Seattle Council of Parent-Teacher Associations, and the winning poster was exhibited at the state convention in Spokane. In addition to this, an advertising firm donated a number of outdoor billboards on certain streets and highways during October for the display of large-size reproductions of the winning picture for Education Week.

The winning picture, entered for



University Heights School, Seattle, shows a charming view of an American mother-teacher, with her arms protectingly stretched down toward a little boy on one side and a little girl on the other. The shadow of a school-house is in the background, and the faint arch of a rainbow shows in the sky beyond.

One of these large outdoor posters will be put up in every school district this fall.—MRS. ROY C. MILLER, Publicity Chairman, Latona P.T.A., 4217 Ninth Avenue, N. E., Seattle.

## KING WILLIAM COUNTY REPORTS VARIED ACTIVITIES

Virginia

Ours is a strictly rural county with only ten schools for white children, seven of which are one-, two-, and three-teacher schools. The total white school enrolment for King William County is less than 900—we have 500 more colored school children in the county than we have white.

Health is one of our serious problems. Largely through the initiative and persistent efforts of our county parent-teacher organization we were able to have a full-time public health nurse during the past year, and she has been a great asset. Most of our local units held short courses in nursing and first aid, and a countrywide dental clinic was conducted for all school children. Many parents were unable to pay for needed corrections but those who could pay all, or even part, did so. The local units contributed more than a thousand dollars for the support of the clinic.

Our Education committee was especially active in the effort to encourage perfect attendance and a high grade of work on the part of the pupils. This committee also cooperated in promoting the home nursing classes.

The Civic and Home Improvement committee put on a Better Homes campaign, encouraged the beautification of the home and its surroundings and general civic improvements. The building and grounds of each school in the county were made more attractive through this effort. One feature of the campaign was to encourage the exchange of flowers and shrubs between families and the donation of shrubs and flowers for planting school grounds.

The Welfare committee has been active in the effort to make sure no child was prevented from attending school because of the lack of any necessities. Many children were cared for. Playground equipment has been provided for some of our schools and better playground space has been secured at three schools.—MRS. BRANTLEY BRAY, President, King William County Council.



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## Coming in January

### The Facts about Left-Handedness

by Ira S. Wile, M.D.

An outstanding authority on the subject tells why many children are left-handed, what it means, and why we should not try to train them to become right-handed individuals.

### What Price a College Education?

by Walter J. Greenleaf

A specialist in higher education discusses the costs of attending various types of colleges and why a college degree is worth the price. This article will help many parents and young people to plan early for the college years ahead.

## PARENT-TEACHERS and MOTHERS' CLUBS



HERE is an opportunity for you to earn money you need for Christmas gifts, holiday baskets and for those many extra needs.

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## CONGRESS COMMENTS

MRS. J. K. PETTENGILL, First Vice-President of the National Congress of Parents and Teachers, was one of the speakers at the Sixth Annual Parent Education Institute sponsored by the University of Michigan in co-operation with the Michigan Congress of Parents and Teachers, October 31 and November 1. The general theme of the institute was "The Child in the Home."

Mrs. Hamilton Shaffer, Second Vice-President, and Dr. William McKinley Robinson, National chairman of Rural Service, represented the Congress at the Missouri state convention, October 29-31, at Cape Girardeau.

Mrs. Noyes Darling Smith, Third Vice-President, Dr. Joseph M. Artman, National chairman of Character Education, Dr. William McKinley Robinson, Rural Service chairman, and Alice Sowers, Parent Education Specialist, represented the Congress at the Texas state convention, November 18-21, at El Paso.

Miss Ishbel MacDonald, of Great Britain, was re-elected President of the International Federation of Home and School at the convention in Oxford, England, August 10-17. Mrs. A. H. Reeve, former President, was made Honorary President. Mrs. B. F. Langworthy was re-elected director for the United States. It was decided to have only one director for each country.

The National Committee on Legislation, of which Mrs. Mary T. Bannerman is chairman, was made a committee-at-large by the Managers of the National Congress of Parents and Teachers at its meeting in Chicago. In the future the committee will work under the direction of the National President and her aides.

The special Committee on State By-Laws, Mrs. Orville T. Bright, chairman, was made a standing committee.

The New York Congress has recently published a pamphlet supplementary to "Our Public Schools," which outlines the history of the public school system of the state of New York. It was written by J. Cayce Morrison, Assistant Commissioner for Elementary Education, and it may be obtained from the New York State Congress of Parents and Teachers, 152 Washington Avenue, Albany, New York, at 10 cents a copy.

Mrs. Frederick M. Hosmer, Congress Publications chairman, represented the Congress at the Minnesota state convention, October 9-11, at Detroit Lakes.

## A PARENT-TEACHER PROGRAM

### History—An Aid in Modern Living

Outlined by Mary England

"I think," began the student in the history class.

"I didn't ask you to tell me what you think," interrupted the teacher. "What do you know?"

"What do you know?" meant, "What do you remember from the assignment in the textbook?" This type of exercise characterized the teaching of history in the school of a decade or so ago. Dates, names, voyages, accounts of battles, treaty terms, dreary political detail, along with the author's judgment of causes and results, were conned from the book and recited to the teacher and crammed again for "exams." Little thought was given to the vital connection of history content with present life.

The modern school has a new conception of history. "It (history) is no cut and dried thing, for it is constantly expanding. It loses meaning if it is interpreted as a story of a dead people who lived in another age. For history points directly to the present, defining and limiting it. Hence it has meaning only in the present. But in the present it gains another meaning, for it begins to point to the future."—PARENT COOPERATION IN THE ARKANSAS COOPERATIVE PROGRAM TO IMPROVE INSTRUCTION, *Arkansas Congress of Parents and Teachers, Little Rock.*

Today history is taught as an aid in modern living. In the words of A. F. Harman, Fifth Vice-President of the National Congress, "The purpose of teaching history is to enable the students to think the thoughts and live the lives of the choice and noble spirits of the past—to avoid the mistakes and profit by the wisdom of the race in its aspirations for human happiness." The spirit of inquiry and habits of critical thinking and impartial judgment are developed. "The student is called upon to organize and interpret information, to make choices, to form judgments, to explain why, to account for, to give what he considers the most important facts or reasons, to show graphically, to summarize, and to carry out numerous other activities requiring investigation accompanied by individual thought."—MARTIN L. BECK in *Our Heritage, a Work Guide to World History.*

#### PROGRAM (30 minutes)

In charge of chairman of School Education committee, Program committee, or history teacher

#### 1. History as Taught in the Traditional School

- A. Ask an older member to report on the history recitation in the school he or she attended. This could be briefly dramatized by a group of members.
- B. Let a member contrast the old history textbook with the new, showing how the emphasis in history has changed from war and political activities to social and economic activities, from history of great men to history of the common man, from propaganda to interpretation.
- C. "To what extent has the study of history helped me to meet current problems?" would be a good topic for discussion to bring out the futility of much of the history instruction in the past.

#### 2. History in the Modern School

- A. A demonstration of classroom work in history (brief and pointed) may be given by students to show how subject matter is organized around problems or issues; how the students gather information from every available source, weigh the facts and draw their own conclusions; how the problem is approached through some current issue or how application is made to present world conditions.
- B. Follow this demonstration with a discussion of what the study of history is doing for these students.
- C. Other demonstrations, showing how to help make the facts and problems of history alive for the



- student, may be made, as: a meeting of the Current Events Club; a dramatic scene from history written and acted by the pupils (to be judged not as a finished product but by its value to the pupils); a puppet show with history content.
- D. Let a teacher-member list some of the national and international questions on which the public is now stirred and lead a discussion on "The Place which These Controversial or Living Issues Should Have in the School."
- E. The School Visiting committee (a new one is appointed each month) has this month been observing the teaching of history in the various grades and may report on such topics as: adequacy of library facilities; use of current magazines and newspapers; concrete aids, such as maps, globe, bulletin board, pictures mounted and filed for ready reference, temporary museum, with articles loaned by students, faculty members, and others, materials for making models, charts, mural decorations, and the like.
- F. Other topics for discussion: "What Are the Social Studies?" pointing

### SOCIAL PERIOD

Adaptation of the Game "Buzz." The leader starts the game by saying "one," the next person saying "two," the next, "three," etc. When the number seven, or a multiple of seven, or any number with seven in it, such as

out why history, civics, sociology, economics, and geography are taught together or closely correlated; "The Motion Picture and the Radio as Aids in History Teaching"—in school and out of school; "Helps from the Home," suggesting that parents study and discuss issues of the day in the family circle; that they encourage conversation on topics the boys and girls have studied at school, as, "Life in Other Lands and Other Days," "Tillers of the Soil under Feudalism and the Small Renters or Share Croppers of Today," "Medieval Guilds and N. I. R. A.," "Magellan and Admiral Byrd"; that they give to the school back issues of such periodicals as *Current History*, *Review of Reviews*, *Harpers*, *Scribners*, and *Today*.

### References

Ask the teachers to select and make available to members of the association good articles on the teaching of history found in their professional books and magazines. *Progressive Education* and the *Junior-Senior High School Clearing House* contain excellent material.

twenty-seven, comes, the player, instead of stating his number, names some historical character or event. Any one failing to do so or making an error drops out. Speed adds to the fun of the game.

### MORE HELPS FOR STUDY GROUPS

**T**HOUSANDS of Congress parent-teacher associations and study groups are following our Parent Education Study Course and the Parent-Teacher Program. Many, however, select other material which appears in the magazine as a basis for group study.

We are, therefore, pointing out certain articles in this issue of the magazine which can be used in this way.

#### FOR PRESCHOOL GROUPS

"Shopping Notes for Santa Claus," page 10, has many suggestions as to play materials which are suitable for younger children.

"In Our Neighborhood," page 17, takes up an age-old question: How should we deal with the Santa Claus myth?

#### FOR GRADE SCHOOL GROUPS

"The School Doctor States His Case," page 8, will be of vast help to communities as well as to children if groups of parents and teachers will read this article and discuss how they can work together, and with the community's health resources, to insure good health for children.



### "How Can We Tell Johnny About the Baby?"

**Y**OU can't expect your children to accept "stork stories" for long. Nor can you afford to let them discover the facts of creation through ugly, distorted stories outside the home. Thousands of parents have found an easy, beautiful way to tell children the truth. "How Life Begins" tells about the mystery of life with simple, natural beauty . . . giving children a wholesome, normal viewpoint . . . intelligently answering the inevitable questions before they are asked. It solves this delicate problem that most parents dread, easily and naturally.

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## BRINGING THE WORLD TO THE CLASSROOM



by B. H. Darrow

**I**T is afternoon of an autumn day. All across the land the people are listening to radio. The President of the United States is addressing Congress. All kinds of people are listening in all kinds of places and under every manner of circumstance. The President is even speaking to people in automobiles whizzing along the road and to many in airplanes high in the sky.

But wait! I am incorrect! Not every one is listening. Several million children are segregated in institutions of learning. There is no radio. If Johnny wants to hear the President he must play hooky and run across the street to the gasoline station where there is a radio. His school has too heavy a schedule to admit the President's speech. So Johnny sits at his desk and tries to read from a book a speech by one of our early patriots, for the teacher is interested in the speech of Patrick Henry. She is apparently not taught to have anything to do with modern speeches.

To shift the picture, there may be on the air a travelogue, a news commentator, a great living poet. Yet the same situation persists. There is time for geography that tends to be humdrum; there seems to be endless time for the news that was old when Cicero talked about it; there is time for Longfellow and the lesser poets.

But let me explain. Please do not for a minute think I am not interested in this teaching of things past. The point is I cannot escape the disturbing conviction that schools that have not taken time to hoist an aerial and tap the marvelous library of the air are missing a fine opportunity of making all that teaching of the past seem significant to the child.

This is not all hypothetical, for perhaps 10 per cent or 15 per cent of our schools have radio and are bringing the world to their classrooms; they are reporting many benefits which in-

crease as their ability to adapt themselves to this new medium increases. From all over Ohio and adjoining states the schools that hear the Ohio School of the Air report that they welcome radio as an assistant because:

1. It accomplishes a unique service. It puts them into constant touch with the glamour of unfolding events; they can hear history happen.

2. It enlarges the reach and the service of the masters of the profession. Their dynamic teaching can be made to reach many thousands.

3. All the artistry of the radio studio with its carefully devised scripts, its music, its sound effects, and the thorough preparation which cannot be hoped to prevail in the case of individual classrooms—all these permit the vitalizing of the teaching process in such subjects as geography and history. In history men and women come out of the mist, become flesh and blood, and speak. History is made to live again, and the youngsters catch the emotion of the times of which they study, and the names and places and dates then become part of a moving drama instead of rickety hatracks on which to hang their memory of things taught. The classroom has need of far more drama. Radio can bring it.

4. It brings to the staff of every school countless assistant teachers. With a radio the Willa Cathers, the Lindberghs, the Byrds, the Ketterings can all come to them first hand. Once having heard the voice of the pioneer of progress, the singer of songs, the flier of planes, many of them will never again be able to

pass by any mention of that person, or the account of anything he has written. Thus the men and women who will stand out as the leaders of this day can give of their utmost to our boys and girls in order that they may in turn speed up the travel of our citizens from darkness to daylight, from situations which breed bad government into those which bring good government; from those actions which bring war into those dealings which bring peace.

Ah! Some skeptic says that this is a very pretty picture but is it not overdrawn? After nearly nine years of experience in broadcasting to schools I know that if it is incorrect, it is underdrawn.

And television is coming! When it comes the youth may have the benefit of the keenest eyes peering into all of the interesting places of the earth; as the pioneer sees, the children will see; and as he hears, they will hear. All that the talking motion picture has to offer may come through the air with such unusual teaching value that even the receding remnant of one-room schools, those hidden too far away in the hills to be centralized, will have a television set.

But why go further? Except that the further one goes into this the more he realizes that vast sums of money are being misspent in education because the new tools are not being used as soon as they are available. Education is a big business but unfortunately it is only a tiny business from the federal standpoint. It is the writer's conviction that radio programs, rotogravures, and motion pictures should be produced for education by our national government and made available to the states. This could be done at a very slight cost per pupil and yet it would make possible the imparting of double or treble the useful information that we are now offering our children in the name of education.

**BUY  
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## RADIO PROGRAM

### National Congress of Parents and Teachers

December 4

"The Guidance of Children's Reading."

WILLIAM S. GRAY, University of Chicago, Chicago, Illinois.

December 11

"Education for the Very Young."

EDNA DEAN BAKER, President, National College of Education, Evanston, Illinois.

December 18

"Environment Molds Your Child."

FRANK N. FREEMAN, University of Chicago, Chicago, Illinois.

2:30 P. M. Eastern Standard Time  
National Broadcasting Company

## ALLIED YOUTH IS

An organization of young people (ages 14 to 30), with a program that emphasizes better education concerning beverage alcohol and wholesome development. Locally, it functions through Posts, organized in large and small cities, towns and rural communities, with youth officers and an adult sponsor who understands youth. Discussion and study, directed investigation, and a well-rounded social program aid youthful members to think clearly about beverage alcohol in relation to personal choices, friendship, social situations, public health and safety.

Allied Youth is non-political and non-sectarian, youth led and youth inspired. All young people, regardless of habits or opinions that they have acquired, may have a part in it.

Allied Youth's platform is: "We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol."

These Posts are the actual workshops of the organization where young people meet on friendly, democratic common ground to study, to talk, and to play together. There is nothing stale or static about the Posts. For further information, address: Allied Youth, National Education Association Building, Washington, D. C.

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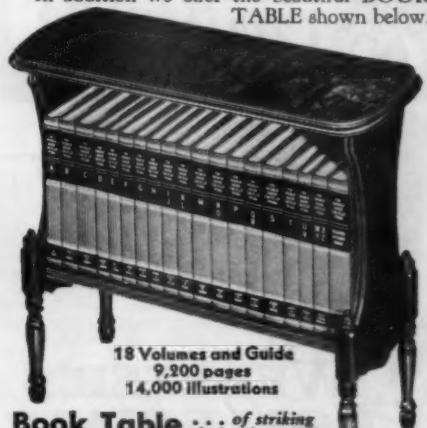
## HOW DO YOU ANSWER Your Child's Questions?

### THESE for Example

What makes the sky blue?  
Why does an airplane fly?  
Do fish breathe?  
Do bananas grow on trees?  
Why is rain always dirty?  
Why does a camel have a hump?  
What is German Silver?

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564-566 West Monroe St., Chicago, Illinois

# BOOKSHELF

by WINNIFRED KING RUGG

THE name of William E. Blatz, Director of St. George's School for Child Study, University of Toronto, is familiar to well-informed parents on account of the two standard works, *Parents and the Pre-School Child* and *The Management of Young Children*, by Dr. Blatz and Helen Bott. In collaboration with Dorothy Millichamp and Margaret Fletcher, Dr. Blatz is author of a new book called *NURSERY EDUCATION, THEORY AND PRACTICE* (New York: Morrow. \$3.50).

As its title suggests, this is in large measure a treatise on nursery school technic, and is designed for teachers. It gives a definite program with implicit directions for carrying it out, followed by discussions of methods directed toward the best social and emotional development of the child. In conclusion are chapters on diet and physical health.

The nursery school in its ideal form is a training ground for the parent as well as for the child, and every properly run school of that kind should, we are told, conduct parent education groups for the fathers and mothers of its pupils. Since parents are still the chief specialists in the education of the school child, they will find much for their guidance in the practices advocated in this book.

## PAMPHLETS ON CHILD TRAINING

The Iowa Child Welfare Research

Station has been for several years putting out its valuable *CHILD WELFARE PAMPHLETS* (Iowa City: State University. Single copies, 5 cents each; ten or more, 3 cents each), dealing with many aspects of child training and nurture. The child's physical development and mental growth, habit forming, the creating of a right environment, the relation between home and school, the effect of social and economic conditions are, in their many phases, discussed by competent writers in this long list of pamphlets.

Five recent additions to the list are called *NARRATIVE SUPPLEMENTS*. These are vivid short stories, written by Eleanor Saltzman, intended to bring home the tragedy of the misunderstood or underprivileged child.

Miss Saltzman's style is so good that the stories command attention as pieces of character drawing quite as much as they do as studies in par-

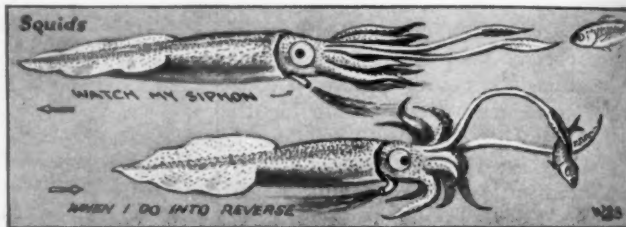
ent-and-child problem relationships.

...

## THE MANAGEMENT OF MONEY

Most of us grown-ups, because we were never taught personal money management in school, do not realize that it can now be taught like any other school subject; that material for teaching the subject has been evolved through years of concentrated study and seven years of practical experimentation throughout a public school system; and that this material is now available for use by parents, teachers, and children in homes and schools everywhere.

*MONEY MANAGEMENT METHOD*, by Florence Barnard (Boston: American Association for Economic Education, 9 Park Street), is a convenience for acquiring control of finances through correct habit formation and practice. It may be used to teach the child the basic principles underlying successful personal money management, or it may be used by the adult to carry out successfully these same principles in household management. *MONEY MANAGEMENT METHOD*, Book I, is for boys



The Sea for Sam is illustrated delightfully by Wilfrid S. Bronson

and girls (75 cents); and Book II, for high school and college students and adults (75 cents). Each book consists of a Key and an Achievement Test. After the first year, only the Achievement Test, as an annual filler, is needed.

...

## SCIENCE FOR THE FAMILY

For general family information there is much meat in *SCIENCE, A NEW OUTLINE*, by J. W. N. Sullivan (New York: Nelson. \$2). It is written for the non-scientifically trained reader, who wishes to know the meaning of terms he encounters in his newspaper and magazine reading. Mr. Sullivan's modestly-done treatise is divided into two parts: one on the earth, with an explanation of the laws of physics, such as gravitation, atomic structure, and radiation; and the other on the fundamental units of life and on evolu-





From a drawing by Reginald Birch  
for *Rainbow in the Sky*

tion. The language is moderately technical but comprehensible to one really seeking information.

It is the kind of book to which one can go for a quick answer to such dinner-table questions as: "What is relativity?"; "What is the electromagnetic theory of light, the greatest discovery in physical science of the nineteenth century?"

Do you know?

• • •

#### CHRISTMAS GIFT BOOKS

Christmas is the time when book-lovers try to slip in among the children's presents a *real* book—a piece of literature. That purpose can be served by a good poetry anthology, like Louis Untermeyer's *RAINBOW IN THE SKY* (New York: Harcourt, Brace. \$3), which does for very young readers what Mr. Untermeyer's *This Singing World* did for older boys and girls. It presents poetry in a lovable, jolly way, pleases children with many of their favorite nursery rhymes, and enriches them with much that is new and unfamiliar and easy to read and remember. Mr. Untermeyer's knowledge of the field of poetry is wide and he has the faculty of writing a beguiling little preface to each section of his book.

Another, not quite as recent, book of a similar nature "for the young of all ages," is Robert Haven Schauffler's *JUNIOR POETRY CURE* (New York: Dodd, Mead. \$2). Poetry, says Mr. Schauffler, is the kind of magic elixir that helps any one become what he wants to be. So he prescribes a dose of the right kind of poetry, chosen from the best poets in the language, as mental and spiritual tonics, correctives, and rebuilders.

• • •

Children who own *The Earth for Sam*, and *The Stars for Sam*, by W. Maxwell Reed will probably be glad to have the new addition to that library of our universe, *THE SEA FOR SAM*, by Mr. Reed and Wilfrid S. Bronson,

ichthyologist and artist (New York: Harcourt, Brace. \$3). The origin of the oceans, their physical geography, and the types of life that live in the sea furnish material for a large and meaty book, suitable for boys and girls of twelve years and upwards. It has been edited by F. C. Brown, of the American Association for the Advancement of Science, and Charles M. Breder, Jr., Assistant Director of the New York Aquarium.

• • •

A *GAY GEOGRAPHY*, appropriately named, is the work of Frank J. Taylor, writer, and Ruth Taylor, map-maker and cartoonist (Boston: Little, Brown. \$3.50). Maps almost always make any kind of book fascinating, all the more when they are filled with such amusing and instructive figures and objects as these, to represent the arts and industries of these United States. This geography is limited to our own country, with the history and development of each state described and pictured, in alphabetical order.

• • •

It is a brave writer who attempts to add a sequel to Stevenson's *Treasure Island*, yet hundreds of thousands of boys and girls have done it—after a fashion—either as a school assignment, or in their happy dreams. To many of these Harold Augustin Calahan's *BACK TO TREASURE ISLAND* (New York: Vanguard. \$2) will be a dream come true.

Mr. Calahan calls attention to the fact that Stevenson himself seems to have intended to write a sequel, that he left in the text several hints of more to come, and that the author of the present book has merely tried to write the story as he thinks Stevenson would have written it.

So here they are—Jim, the Doctor, the Squire, Ben Gunn, and the same lovably villainous Long John Silver, too. There are the old Admiral Benbow Inn and the *Hispaniola*. Our old

"There's the present  
they will never  
forget!"



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friends have lost their money, fit out the *Hispaniola*, and go back to Treasure Island for the cache of bar silver which they neglected on their first voyage. Silver and his crew stow away amazingly but plausibly, and the hair-raising adventures that follow are in the manner of the original story.

Mr. Calahan is familiar with boats, already author of books on sailing, and able to handle the nautical part of the story expertly. Altogether he has given young people a good yarn about old friends.

• • •

#### REVIEWS IN BRIEF

THE BOOKMAN'S MANUAL, by Bessie Graham (New York: R. R. Bowker. \$5), fourth edition, revised and enlarged, is a guide to literature, of value to book sellers, buyers, and users. It lists the important books in such classifications as reference works, poetry, fiction, biography, history, and others, with information about publishers, prices, and editors. Children's books are omitted, as well as scientific and professional books.

• • •

Noteworthy features of the new WEBSTER'S ELEMENTARY DICTIONARY for boys and girls (New York: Ameri-

can Book Company. \$1.20) are the selected vocabulary, which consists of 38,500 words selected on the basis of their actual use by school children; the clearness and simplicity of the definitions, tested by schoolroom experience; and the arrangement of all material including abbreviations, geographical and biographical names, and foreign words, in a single alphabetical list.

• • •

PARENT EDUCATION STORIES FROM THE STUDY GROUPS, by Janette Stevenson Murray, former chairman of Parent Education for the Iowa Congress of Parents and Teachers, come for the most part from informal discussions at actual study groups. They are brief, simple, and based on real situations. Books I and II deal with the school child, Book III with the adolescent. Book IV, on family relationships, is in preparation. Each booklet contains an outline for the year's work of a study group, with problems and references. Copies may be obtained from the author, 1829 B Avenue, Cedar Rapids, Iowa, or from the Iowa Child Welfare Research Station, Iowa City. (Single copies, 20 cents; five or more, 15 cents each.)

• • •

Several years ago A. P. Sanford added to her list of volumes of plays for children one called *Christmas Plays*. Now Mrs. Sanford has compiled another volume of the same kind, NEW PLAYS FOR CHRISTMAS (New York: Dodd, Mead. \$2). There are thirteen unusual but not too difficult plays, of varying length and suited to children of varying ages; also directions for settings and costumes. For the use of most of the plays there is a very small royalty fee.

• • •

A FIRST ELECTRICAL BOOK FOR BOYS, by Alfred Morgan (New York: Scribners. \$2.50), gives the history of the discovery of electricity and the development of its uses. Most interesting chapters are "How Electricity Transmits Speech" and "The Electrical System of an Automobile." There are some salutary warnings and much convenient advice about domestic electrical equipment.

• • •

THE BOOK I MADE MYSELF (New York: Hannah Fordiller Barnes, 350 West 31st Street. \$1.50) is a new kind of scrapbook, very substantial, and accompanied by ninety-one pictures of good quality, to be cut and pasted in the book. The pictures are from paintings by John K. Murray, and the book decorations are designed by Walter Stewart.

## Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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## Christmas Gifts

are in style again!

And since there are more dollars in circulation this year, may we suggest that a subscription to the NATIONAL PARENT-TEACHER MAGAZINE is an ideal gift for a friend who has children? Parents will thank you again and again during the year for giving them such a helpful, useful present. Use the handy blank on page 38.

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